DOCUMENT RESUME

ED 219 069 IR 010 283

AUTHOR Rudd, Peggy Jemelka
TITLE "Space Capers." Texas Reading Club 1982: A Librarian's Planning Handbook.
INSTITUTION Texas State Library, Austin. Dept. of Library Development.
PUB DATE 82
NOTE 61p.

EDRS PRICE MF01/PC03 Plus Postage.
DESCRIPTORS *Childrens Literature; Elementary Secondary Education; *Library Services; Library Skills; Preschool Children; Public Libraries; Questionnaires; *Reading Programs; School Libraries; *Science Fiction; *Space Exploration; Space Sciences; State Programs
IDENTIFIERS Texas

ABSTRACT

Originally designed as a summer program to be offered through the network of bookmobiles and rural public libraries in the state, the Texas Reading Club is now also promoted year round by school and institutional libraries to encourage young readers and to acquaint them with libraries and their services. A theme, formats and ideas, and basic support material are provided. A contractual approach rather than a competitive program approach is beginning to show a greater number of completions by participants and is leading to significantly more renewals. This year's theme, "Space Capers," is designed to capture the imaginations of space age children and to reach beyond them to the general membership of the community. Many facets of the theme can be highlighted including space exploration and colonization, the stars, planets, the myriad of astronomical phenomena, astronauts past and present, amateur stargazing, life on distant worlds, and science fiction. The handbook provides framework information for program goals and objectives, registration, certification, scheduling, publicity, and display ideas, and volunteer assistance, along with various support materials and bibliographic listings. (RAA)

****
* Reproductions supplied by EDRS are the best that can be made *
* from the original document. *
****

ED219069

U.S. DEPARTMENT OF EDUCATION
NATIONAL INSTITUTE OF EDUCATION
EDUCATIONAL RESOURCES INFORMATION
CENTER (ERIC)

- This document has been reproduced as received from the person or organization originating it.
- Minor changes have been made to improve reproduction quality.

- Points of view or opinions stated in this document do not necessarily represent official NIE position or policy.

"SPACE CAPERS"

TEXAS READING CLUB 1982

A Librarian's Planning Handbook

Peggy Jemelka Rudd wrote the words

Ellen Turner Scott drew the pictures

Library Development Division
Texas State Library
1982

"PERMISSION TO REPRODUCE THIS MATERIAL HAS BEEN GRANTED BY

Ann Ramos

TO THE EDUCATIONAL RESOURCES INFORMATION CENTER (ERIC)."

IR010 783

c 1981 Peggy Jemelka Rudd

The Texas State Library reserves the right to reproduce, publish, or otherwise use, and to authorize others to use, the work for government purposes.

The activity which is the subject of this report was supported in whole or in part by the U.S. Office of Education, Department of Health, Education, and Welfare. However, the opinions expressed herein do not necessarily reflect the position or policy of the U.S. Office of Education, and no official endorsement by the U.S. Office of Education should be inferred.

Although this manual was printed by the Texas State Library, the opinions expressed herein do not necessarily reflect official agency policy.

TEXAS STATE LIBRARY CATALOGING IN PUBLICATION DATA

Rudd, Peggy Jemelka.
Space capers 1982 : Texas reading club 1982 : a librarian's planning handbook / Peggy Jemelka Rudd wrote the words ; Ellen Turner Scott drew the pictures.-- [Austin, Tex.] : Library Development Division, Texas State Library, 1982.
54 p. : ill. ; 28 cm.

Includes bibliographical references.

1. Children--Books and reading. 2. Libraries, Children's--Handbooks, manuals, etc. I. Scott, Ellen Turner. II. Texas State Library. Library Development Division. III. Title. IV. Title: Texas reading club 1982.

AACR2

Z1037 028.534 T312 1982

TABLE OF CONTENTS

	PAGE
THE TEXAS READING CLUB	1
1982 THEME	2
GOALS AND OBJECTIVES	2
REGISTRATION	3
EVALUATION	4
BOOK COLLECTION	7
VOLUNTEERS	8
SCHEDULING	9
PUBLICITY	13
DISPLAY IDEAS AND MATERIALS	19
PROGRAMS FOR CHILDREN: THE STORYHOUR	24
FINGERPLAYS AND ACTION RHYMES	25
MUSIC	29
CREATIVE DRAMA AND MOVEMENT	30
POETRY	31
THE FRIENDLY ALIEN (PUPPET SCRIPT)	32
SKYLORE	38
GAMES AND PUZZLES	38
CRAFTS	42
SPECIAL EVENTS	43
SCIENCE FICTION TO BEGIN ON	44
THE BRIGHTEST STARS IN THE GALAXY: NONFICTION FOR STARWATCHERS	47

"Children are the world's most valuable resources and its best hope for the future."

-John Fitzgerald Kennedy

"I believe our future depends on how well we understand this cosmos in which we float like a mote of dust in the morning sky."

-Dr. Carl Sagan

THE TEXAS READING CLUB

For over twenty years the Texas Reading Club has been reaching out into communities all over the state bringing books and libraries to growing numbers of children. Though basic support materials such as posters, bookmarks, reading logs and certificates are provided by the sponsoring agency, Texas State Library, it is the energy, creativity and, above all, perseverance of Texas librarians that has made each year's theme come to life.

Originally designed as a summer program to be offered through the network of bookmobiles and rural public libraries in the state, the program is now being promoted year round by school and institutional libraries as well. The materials that form the core of the program can be modified or expanded depending on the character of the library using them and the needs of young patrons served by each type of library.

Librarians usually require young patrons to read a designated number of books in order to receive credit for completing the program. An alternative is to have children at the time of registration contract for the number of books they feel confident in being able to complete in a given period of time. There are several advantages to this method. First, there is a disappearance of competition as each child is only responsible for attaining an individually determined goal. Librarians who have tried the contractual approach have noticed a greater number of completions and significantly more renewals. Also, because the contract is geared to individual abilities, it has been greeted with enthusiasm by children, parents and teachers alike.

It takes no more time to administer a reading program in which children are allowed to contract than one in which the goal has been predetermined for all participants. At the time of registration each child can determine how many books are to be read while participating in the Reading Club. This number can be noted on the registration card or on the reading log.

In some libraries Reading Club participants have been allowed to count listening to stories on records or tapes, reading magazines, and attending planned library activities towards the completion of the Reading Club requirements. After all, today's libraries are more than just books. If one of the goals of the Texas Reading Club is to familiarize children with libraries and the full range of their resources, then what better way to accomplish that goal.

Preschoolers can participate by having parents or other interested adults read books to them. A "Read to Me" Club can effectively involve prereaders in library programs and activities and muster parent involvement and support.

There are often complaints that even though many children in the community begin the Texas Reading Club each summer, few finish; attendance at scheduled programs decreases dramatically as the summer months wane. It is possible that a solution lies in allowing children to contract for their individual reading goals and in officially drawing the program to a close in July rather than dragging it out over the entire summer.

There will always be those children who will astound you by reading mass quantities of books over the summer. The reading log hardly accomodates these eager readers; however, you can always photocopy the reading log page so that additional titles can be recorded.

This handbook is designed to present you with information and ideas and will hopefully inspire you to try some new and different approaches to library programming. Remember that this is merely a starting place. Galaxies await you!

1982 THEME

This year's Texas Reading Club theme, "Space Capers," will surely capture the imagination of space age children who are tantalized by what lies in and beyond our solar system. As a matter of fact, you will find that this theme has particularly broad appeal in your community and lends itself to programming for all ages.

Many facets of the space theme can be highlighted including space exploration and colonization; the stars, planets and the myriad of astronomical phenomena; astronauts past and present; amateur stargazing; the possibility of life on distant planets; and science fiction. The handbook provides you with support materials and ideas for programming in each of these areas.

We have solved many mysteries of the universe during the past two decades of exploration, but there are still many unanswered questions. Many of the secrets of the universe may be discovered by future scientists who are presently young space or science fiction buffs in communities across the state. They may even have the awesome experience of colonizing space and searching out life beyond our solar system and galaxy. "Space Capers" reflects the excitement of the age and hopefully will prompt your imagination to reach for the stars. 10, 9, 8, 7...blast off!

GOALS AND OBJECTIVES

The formulation of goals and objectives is an integral part of your planning and evaluation process. Consider them your guide in uncharted territory and give them lots of thought. Goals will state the purpose of your program while the objectives will give some way of quantifiably measuring your accomplishments. Properly stated, goals are reflections of what is realistically possible in your local community and yet will nudge you beyond past performance levels.

Some goals for a summer program you might consider are:

1. To provide interesting, engaging activities in the library for children during the summer vacation.

2. To introduce preschoolers to the finest in literature and illustration for their age.

3. To encourage children who are non-library users to consider the library as a warm, accessible place that will welcome their presence and their participation in activities.

4. To encourage parent involvement and participation in and support for library activities for children.

5. To encourage children to read books on their individual level and maintain and enhance learned reading skills.

6. To familiarize children with the library and the full range of its resources.

Examples of objectives are:

1. To have _____% of school age children in the community register for the Texas Reading Club.

2. To have _____% of the preschoolers in the community register for the "Read to Me" Club.

3. To plan and present _____(#) programs for children preschool through fourth grade.

4. To write and have printed _____(#) newspaper articles promoting the Texas Reading Club activities.

5. To have _____% of the children who register for the Reading Club complete all requirements for receiving certificates.

REGISTRATION

Registration should be as simple and quick as possible. Essential information can be recorded on the reading log and maintained at the library until Reading Club requirements are met or 3x5" cards can be used to record information about participants. Numbering reading logs or cards in the upper right hand corner will help you keep track of the number of children who participate in the Reading Club.

Registration information should include name, address, phone number, grade and school that will be attended in the fall and the number of books being contracted for if this approach is used. Knowing the school name is helpful because you can send a list of participants in the Reading Club from each

school to the principle who could then honor these children in some fashion. Sometimes the names of participants are read over the intercom system in the school on the first day of class. This can be a well-deserved accolade for children who participated and a good way to open lines of communication with public school administrations.

SAMPLE REGISTRATION FORM

Name _____

Address _____

City _____ Zip _____

Phone _____

I will be in Grade _____ this Fall.

The school I will attend this Fall is _____.

I am setting a goal to read _____ books this Summer.

EVALUATION

Evaluating the Reading Club program is an integral part of the planning process because it can tell you not only what you did wrong and hopefully why, but also what you did right. It is important to maintain accurate statistics and record information as you go so that you don't end up having to dredge this information from your "spaced-out" brain at the end of the summer.

The Texas Reading Club evaluation form on the following pages has been included so that you will easily have a composite of your program when it is completed. The Texas State Library will mail each participating library an official evaluation form toward the end of the summer. The form included in this handbook will enable you to "record as you go" so that when the time comes to complete the evaluation that will be returned to the State Library, you will have all necessary figures and information at your fingertips. I can assure you that reactions to and comments about the program theme and support materials are read and are used in the planning of future programs.

"Space Capers"

1982 Texas Reading Club Evaluation

LIBRARY NAME _____ CITY _____

PERSON IN CHARGE OF READING CLUB _____ POSITION or TITLE _____

DATE PROGRAM BEGAN _____ DATE ENDED _____ NUMBER OF WEEKS _____ BUDGET _____

PARTICIPATION

____number of staff

____number of volunteers

____number of children enrolled

____number receiving certificates

NUMBER OF MATERIALS FROM TSL

____Posters ____Manual(s)

____Reading Logs

____Bookmarks

____Certificates

Were any support materials produced locally? If so, please list:

CRITERIA FOR RECEIVING CERTIFICATES

COMMUNITY PARTICIPATION: How did your community participate in the program? Was time, money, or advertising space donated to assist the program? Please describe:

ACTIVITIES: Please check (✓) types of activities conducted as part of your library's Reading Club program:

____Storyhours

____Book Talks

____Films

____Games

____Music

____Programs with speakers

____Other (please describe):

Describe any unusually successful activities or events. To what do you attribute this success?

PUBLICITY: Please check (✓) the items of publicity used to promote the program:

_____News Releases _____Visits to Schools

_____Flyers, Handouts _____Exhibits

_____Radio _____Photographs, Slices

_____Television _____Visits to Clubs, Organizations, etc.

_____Other (please describe):

How would you rate your publicity efforts?

_____Very Successful _____Moderately Successful _____Ineffective

OVERALL EVALUATION: How well do you feel you met the objectives of your program?

_____All objectives were met. _____Most objectives were met.

_____We did not meet any of our objectives.

MATERIALS FROM THE TEXAS STATE LIBRARY

What materials did you find most useful? Why?

What materials did you find least useful? Why?

What other items would you like to see offered?

What suggestions do you have for improving materials furnished by TSL?

In comparing "Space Capers" materials with past years, I found the materials:

_____Better _____Same _____Worse

How would you evaluate the Texas Reading Club handbook?

_____Very useful _____Somewhat useful _____Not helpful

Additional comments:

BOOK COLLECTION

The place to begin preparing for the Texas Reading Club activities is at your book shelves. The book collection is the backbone of the library and it is the core around which satellite services and programs rotate. The earlier you begin examining your book collection for science fiction titles and titles on space and related subjects the better. Examine the condition of books that you already own. Are they old, damaged, unattractive? If so, then consider ordering replacement copies in a sturdy prebound edition. Do you need duplicates of certain titles sure to be popular? If so, perhaps they can be ordered in a less costly paperback format if you already own a hardback edition that is in good shape.

At the end of this handbook you will find two bibliographies: "Science Fiction to Begin On" and "The Brightest Stars in the Galaxy: Nonfiction for Starwatchers." The former bibliography is a product of my own frustration at not being able to find titles to satisfy younger (preschool through third grade) children who are caught in the gravitational pull of "Star Wars." You will find few of the titles in recommended sources, but when you're desperate even Nancy Drew looks good. The nonfiction bibliography, on the other hand, consists of primarily recommended titles with few exceptions. Check these lists carefully against your holdings and order those titles you feel would offer something new and exciting to your young patrons.

I did not attempt a comprehensive science fiction bibliography because it would have taken up the better part of this handbook. However, I would like to make some suggestions of sources of science fiction bibliographies that you will find useful in developing your book collection in this important area. I have taken the liberty of indicating with an asterisk (*) those titles that you should consider priority purchases for your library as they will offer invaluable assistance in developing your children's collection.

*Best Books for Children, Preschool Through the Middle Grades. Edited by John Gillespie. 2d edition. Bowker, 1981. Look under subject headings "Science Fiction" and "Space Exploration."

Children and Books. By Zena Sutherland. 6th edition. Scott, Foresman, 1981. An excellent discussion of science fiction as a genre is found on pp. 241-244. A bibliography of science fiction and fantasy books is on pp. 247-254.

*Children's Catalog. 14th edition. Wilson, 1981. One of the most important collection development tools you can own. Look under the subjects "Science fiction" and "Science fiction - History and criticism."

Forecast. Published by the Baker & Taylor Company. The December/January, 1982 issue features in the "Focus" section on recent and forthcoming books a list of "Science Fiction and Fantasy." (pp. 53-59)

*Independent Reading, K-3. Edited by Helen Elizabeth Williams. Bro-Dart, 1980. Look under the subject heading "Planets, Stars and Outer Space."

In addition to these sources, Muriel Brown, Children's Literature Specialist for the Dallas Public Library, has published Books for You: A List of Entertaining Books That are Easy to Read which includes a science fiction category. The bibliography features high interest/low vocabulary titles and reading and interest levels along with annotations are provided.

You might consider a subscription to Odyssey, the Young People's Magazine of Astronomy and Space. It is published by the same company that distributes Astronomy magazine and features articles aimed at upper elementary and junior high school readers. Available for $9.95 for ten (10) issues from:

Astro Media Corporation
411 E. Mason Street
P.O. Box 92788
Milwaukee, WI 53202
Attn: Odyssey Subscription Department

Allow four to six weeks for the first issue to arrive.

VOLUNTEERS

The next step in the planning process is to line up volunteer support. Volunteers enable you to reach more patrons and to offer more individualized attention and more special programs than you would otherwise be prepared to handle with regular staff.

There may be many hidden talents in the community that would be worth sharing with children. The best way to ferret out individuals who might wish to give of their time and talents to the library and its services for children is to speak to community and church groups. Let them know about the Texas Reading Club and the goals you hope to accomplish with the program for children in your community. Be sure to emphasize the fact that it is the children who will benefit from their commitment.

Once volunteers have been committed, you or a staff member will need to conduct an orientation session in which volunteers will be apprised of what their responsibilities during the program will be. You can incorporate a planning module in this session to gather ideas and suggestions for activities. Training sessions, if needed, may be conducted as well.

It is very important to offer recognition to volunteers. After all, they are not being paid and yet their contribution to the team effort may be equal to that of any staff member of the library. Perhaps when the Reading Club has drawn to a close, the Friends of the Library could sponsor a Volunteer Recognition Dinner or some special occasion to honor these hardworking citizens.

It is a good idea to have potential volunteers fill out a form with information about themselves, their special interests and talents, and the days and times they would be available for special assignments in the library. The following example can be modified or expanded to suit your needs. Be sure that each volunteer receives a copy of their schedule.

VOLUNTEER APPLICATION FORM

Your library needs your help in providing the richest experiences possible for children during the Texas Reading Club this summer. If you have time and talents that you would like to share, please provide the information requested below.

Name _____

Address _____

City _____ Zip _____

Telephone _____

Please check (✓) below any special interests you have:

_____storytelling

_____reading picture books to children

_____music

_____creative dramatics

_____puppetry

_____arts & crafts

_____supervising games

_____other (please describe):

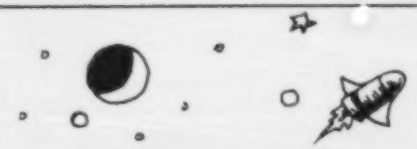
Days and times that I am available: _____

I understand the importance of the commitment that I am making to the Texas Reading Club and the children of my community. If for some reason I should not be able to fulfill my assigned duties, I shall notify the coordinator of the Texas Reading Club program so that a substitute can be found.

Signature _____ Date _____

SCHEDULING

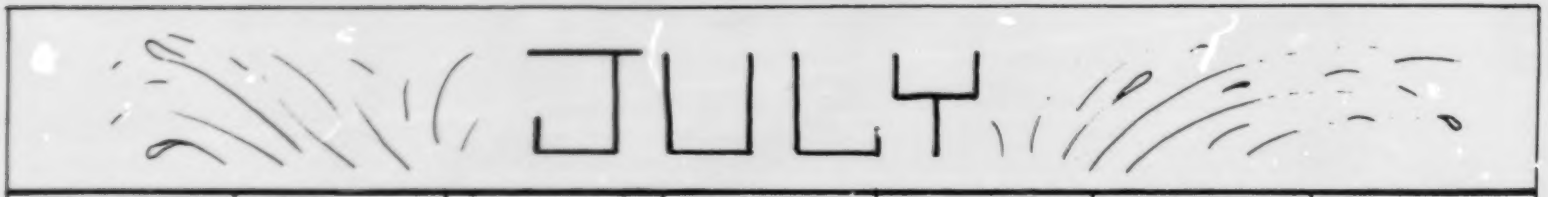
Keeping track of programs and activities will be made a lot easier if you take advantage of the calendars on the following pages. There is one for each of the summer months and I have recorded some important dates and holidays to help you in your planning. You may even want to enlarge them with an opaque projector so that they can be displayed in the library.



JUNE

PLANETS COME INTO ALIGNMENT THIS MONTH

SUNDAY	MONDAY	TUESDAY	WEDNESDAY	THURSDAY	FRIDAY	SATURDAY
		1	2	3	4	5 ○
6	7	8	9	10	11	12
13 ◐	14 CHILDREN'S DAY	15	16- WOMAN IN SPACE ANNIVERSARY VALENTINA TERESHKOVA- 1963	17	18	19
20 ● FATHER'S DAY	21 SUMMER SOLSTICE - 1:23 P.M. EDT PARTIAL ECLIPSE OF THE SUN	22	23	24 FLYING SAUCER ANNIVERSARY BOISE, IDAHO- 1947	25	26
27 ◑	28	29	30			



SUNDAY	MONDAY	TUESDAY	WEDNESDAY	THURSDAY	FRIDAY	SATURDAY
				1	2	3
4 INDEPENDENCE DAY	5 ○	6 LUNAR ECLIPSE	7	8	9	10
11	12	13 ◐	14 MARINER 4 SPACE PROBE FLYS BY MARS 1965	15	16	17
18	19	20-MOON ● DAY - FIRST LANDINGS ON THE MOON FROM APOLLO 11 PARTIAL ECLIPSE OF THE SUN	21	22	23	24
25	26	27 ◑	28 SOUTH AQUARIDS METEOR SHOWER	29	30 APOLLO 15 SPACE-PROBE 1971	31

AUGUST

WATCH FOR FALLING STARS THIS MONTH!

SUNDAY	MONDAY	TUESDAY	WEDNESDAY	THURSDAY	FRIDAY	SATURDAY
1	2	3	4 ○	5	6	7 FIRST PICTURE OF EARTH FROM SPACE ANNIVERSARY ○ U.S. SATELLITE EXPLORER VI-1959
8	9	10	11 ◐	12 PERSEIDS METEOR SHOWER	13	14
15	16	17	18 ●	19	20	21
22	23	24	25	26 ◑	27	28
29	30	31				

PUBLICITY

This will prove to be your most important undertaking, because without an active publicity campaign all your planning and preparation will be sabotaged. If you cannot devote time in your busy schedule to promoting and publicizing the Reading Club program in your community, then delegate this key responsibility to a staff member or volunteer.

In this section you will find a sample news release for your use. It may be used as is or embellished with more particulars. Remember, however, to keep sentences short, ideas clear and crisp, and information accurate and to the point. Also included are several pages of the "Space Capers" logo and the Reading Club "mascots" in different styles and sizes for your use with publicity materials. They reproduce easily and clearly and can be cut and pasted to liven up flyers, posters, and newspaper articles.

Now, how does one go about effectively publicizing an event in a media saturated society? Goodness knows the public library has a great deal of sophisticated competition for the time and talents of children. The following suggestions will help.

Promotional materials may be distributed:

--in the library.
--through local merchants.
--with utility bills.
--through parent organizations.
--through civic organizations.
--through churches.
--through youth groups.
--through schools and day care centers.

Visits to public schools before they let out in May are often welcomed and well received. It's a good way to give children a preview of activities and a great time to introduce them to a puppet mascot, if you have one. Leave posters at the school to be displayed in homerooms and the library.

Mobilize members of your Friends organization to get the word out into the community. Many of these people will have their own contacts who can help advertize your activities. Friends members can also help fund or solicit funding for Reading Club activities.

One of the most important means of promoting the Texas Reading Club is to have an awards ceremony at the end and to invite the county judge, county commissioners, city council people, or mayor to award certificates. It will prove to be an enlightening, rewarding experience for those in government who are fiscally responsible for the library. They will welcome an opportunity to perform a public service for constituents. They will appreciate the visibility. The event may make quite an impression, one that will be well remembered around budget time.

Remember that it is important to cultivate contacts and resources for publicity all year long so that when it is time to push a particular program such as the Texas Reading Club, the network for promotion is well established.

SAMPLE NEWS RELEASE

FOR IMMEDIATE RELEASE

The _____Public Library will be the brightest star in the galaxy this summer. "Space Capers" is the theme of the Texas Reading Club and will focus on space exploration and travel, the mysteries of the universe, and the finest in science fiction.

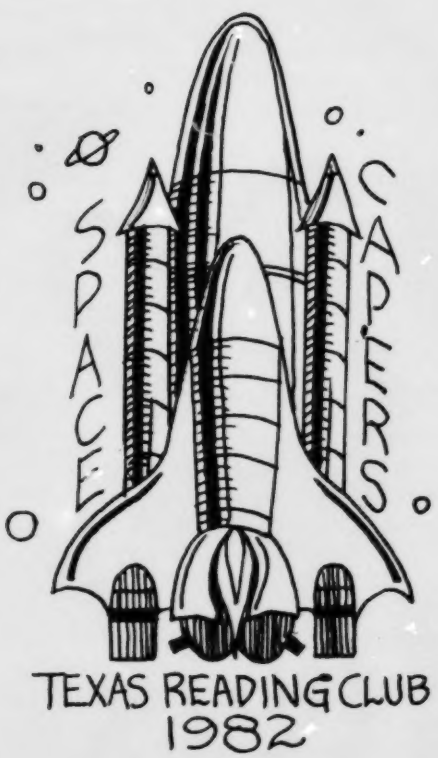
The payload that each participant will receive includes a space age bookmark, a reading log to record books read, paper games and puzzles to challenge young Earthlings, and a celestial certificate for those who complete the program.

Special displays and activities are planned. Participation in all of the activities of the Reading Club is free.

Liftoff will occur on _____(date)_____. For more information, contact the library at ___(phone number)___.

-30-

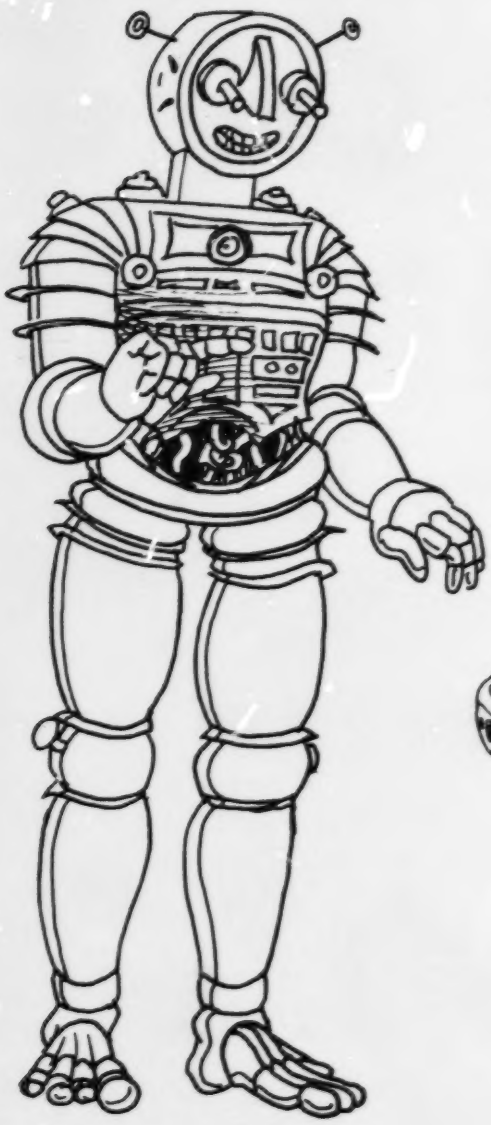
SPACE CAPERS

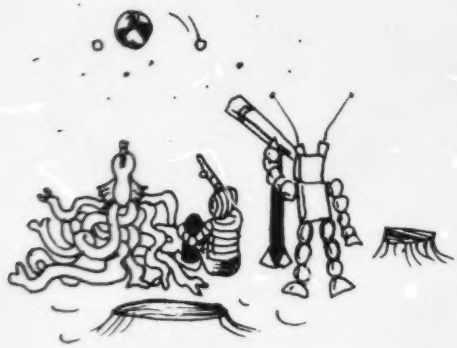


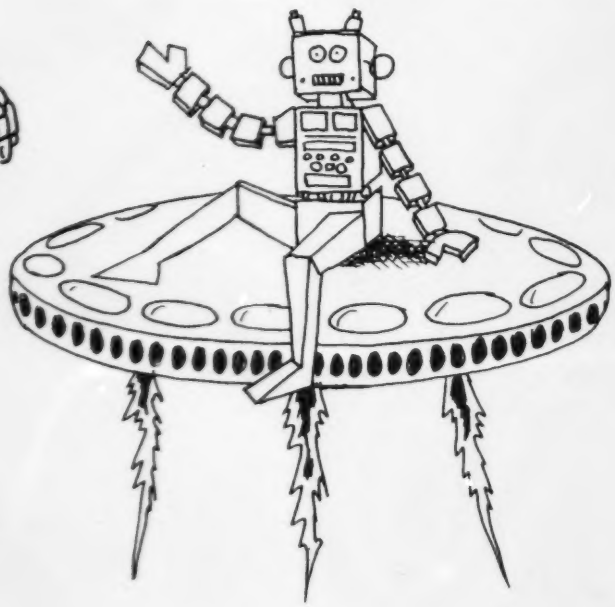
Waco Capers

1982

Texas Reading Club



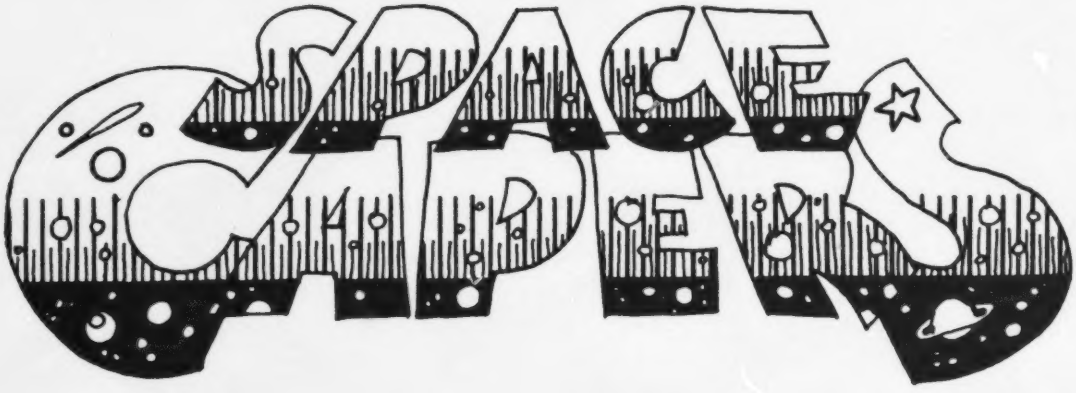


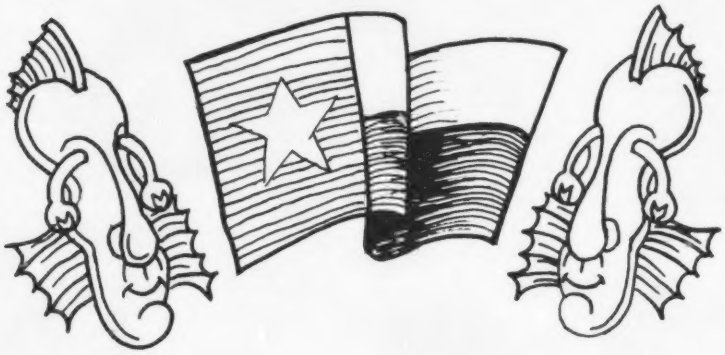


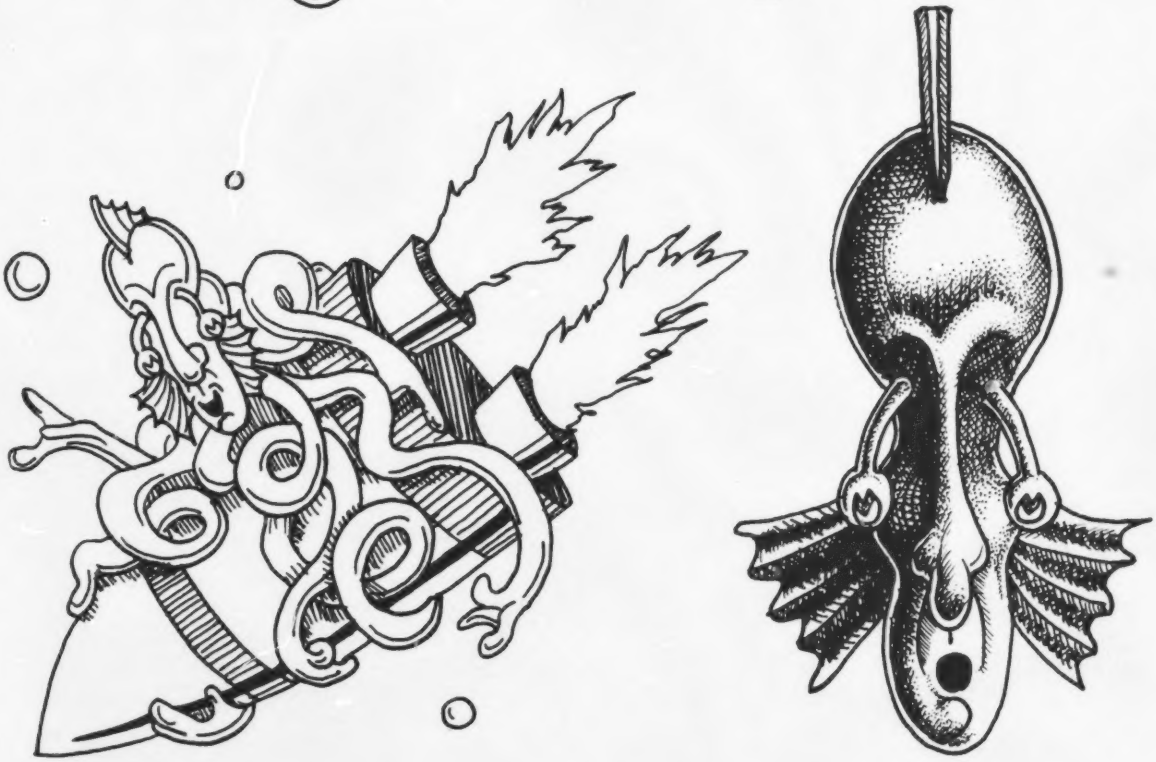
SPACE
CAPERS

SPACE
CAPERS

SPACE
CAPERS


SPACE
CAPERS





DISPLAY IDEAS AND MATERIALS

There are lots of things you can do to jazz up your library in support of the "Space Capers" theme. Some of you may have a real knack for display; however, if you need assistance, turn to Kate Coplan's Poster Ideas and Bulletin Board Techniques: For Libraries and Schools (Oceana, 1981). Communicating through visual display is her keynote and she includes something for everyone faced with a blank bulletin board and bare wall space.

There are a number of commercially available materials that can be purchased cheaply from such sources as the National Aeronautics and Space Administration. The Selected U.S. Government Publications offers nominally priced pamphlets, booklets and posters. A pamphlet entitled "Explorations in Space" is available from the Superintendent of Documents, Washington, D.C., 20402, and is a "collection of space-related publications to interest Earth-bound astronauts." All are very reasonably priced.

Astronomy magazine offers a number of posters in each issue. "Space Shuttle" (30"x42") and "Planets" (32"x56") are available for $3.95 and $4.95 respectively from Astro Media Corporation, 411 E. Mason Street, P.O. Box 92788, Milwaukee, WI, 53202, Attn: Merchandise Department. The November, 1981 issue of the magazine has a "Poster Gallery" on pp. 70-71 which offers many possibilities for display.

A packet of educational publications and posters is available from the Lyndon B. Johnson Space Center in Houston. Included in the packet are booklets on the Apollo, Mariner and Voyager space flights and the information these flights have provided scientists about our neighbors in the galaxy; information on the Space Shuttle, its development, uses and flights; and posters featuring the shuttle and an Apollo picture set. The packet is available free upon written request from the Public Services Branch, Office of Public Affairs, NASA Lyndon B. Johnson Space Center, Houston, TX, 77058.

If you are lucky enough to have an expanse of wall that can be used for display purposes, post a length of butcher paper and invite children to participate in drawing a mural supporting the Reading Club theme. Have a box of crayons, colored pencils and felt markers available at the desk that may be borrowed by artists who wish to contribute to the effort. You'll be surprised at the creative responses you will get.

The 1981 Children's Book Week poster features a child draped on a slip of a moon reading a book accompanied by several animal friends. Simply cut off the bottom line that indicates dates of the celebration and you have a wonderful poster that can be used this summer.

"High Flying Fun" is a booklet available for $2.40 from Current, Inc., Colorado Springs, CO, 80941. It includes among other models paper patterns in color on poster board that when punched out and assembled become a lunar module and the space shuttle suitable for display.

The Planets in Our Solar System by Franklyn Branley includes very simple instructions for making a planet mobile (pp. 24-29). On pp. 30-31 the author describes a quick and easy wall display featuring the sun and planets showing their distances from the sun and their comparative sizes.

An idea used by the El Paso Public Library last summer is easily adapted to this summer's theme. A rectangle of about 5'x7' was cut out of black crepe paper and sprinkled with blue glitter held in place with hair spray. The rectangle was tacked to the wall and divided into four sections diagonally using blue yarn radiating from the right side. The four sections were labeled Galaxy I, Galaxy II, Galaxy III and Mystic Majestica: Reading Goal. Mystic Majestica was located at the top left corner of the rectangle and was a bright yellow planet and paper stars and small planets were scattered around. Small spaceships were cut from gift wrap paper although you could use the spaceships in some of the art work in this manual as a model for your own. As children read books they were able to choose a spaceship that was labeled with their name and proceed through the Galaxies I, II and III to Mystic Majestica. You end up with a super wall display while engendering enthusiasm in Reading Club participants.

Publishers are pleased to let you have promotional posters and bookmarks if available for their latest releases. Watch professional periodicals and publishers "blurbs" for these offers.

Be sure to display art work, crafts, or hobby interests of children in your community especially if it relates to the Reading Club theme. However, this is a good practice at any time of the year.

Post an honor roll in the library on which each participant that completes the requirements of the Reading Club can sign their name. You can put a gold star beside the names of those participants that complete requirements more than once. They deserve special recognition. The honor roll will serve as a great source of pride for the children and spur others to join in.

A "Share a Book with a Friend" sign posted on a bulletin board is a great way to solicit recommendations of good books to read from children for their peers. Provide a stack of 3"x5" cards and a pen or pencil and have reviewers give their name and grade, title and author of a favorite book, and what they liked about the book and why they thought it would appeal to others. Your science fiction buffs will be particularly eager to turn others on to their favorites.

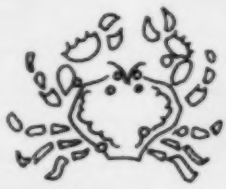
An exciting use of young volunteers in the library is to have a display committee responsible for wall and bulletin board displays in the children's area. Perhaps a member of the Friends group could coordinate activities of the committee and act as advisor. You may have some materials that you purchase that you can make available to this group for their use or they may wish to come up with items on their own. Other materials such as presstype, stencils, marking pens, etc. can be provided for their use, but the ideas and their implementation should be left strictly to the members of the committee. It will not only relieve you and your staff of this responsibility during the busy summer months, but also provide valuable experience for committee members.

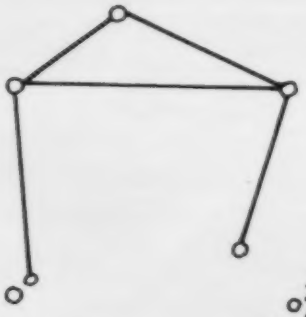
If you're having problems coming up with ideas, don't forget the resources in books and consultants that are available through the regional library system office that serves your area. Depending on the plan of service adoped by your system, the office may even be able to provide some support materials directly. Ask!

CONSTELLATIONS OF THE ZODIAC

These can be used in several ways. You may use the drawings for display. If you have access to an overhead projector you can enlarge them, depending on the room you have. You may use them on publicity items. Or you may want to make a game of drawing the constellations around the skeletons of the connected stars. Give children only the skeleton to work with and let them use their imagination to draw the "crab", the "water bearer" and so on.

CANCER

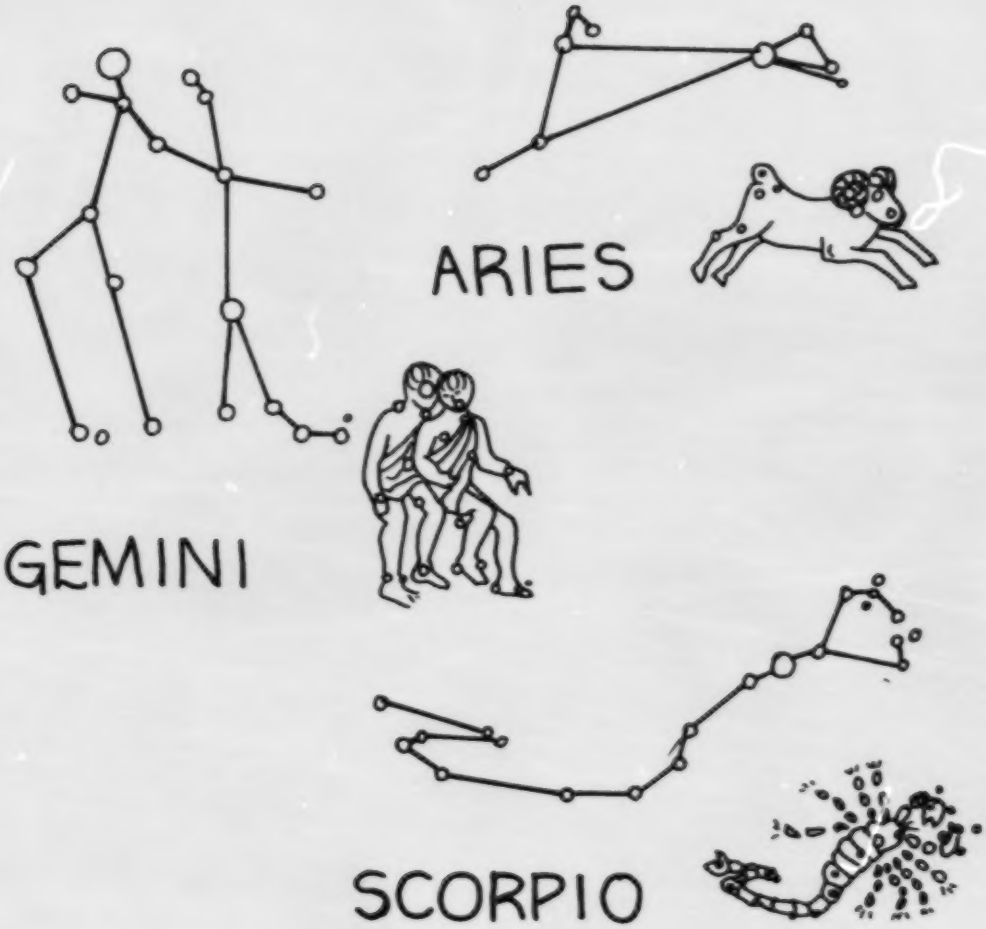


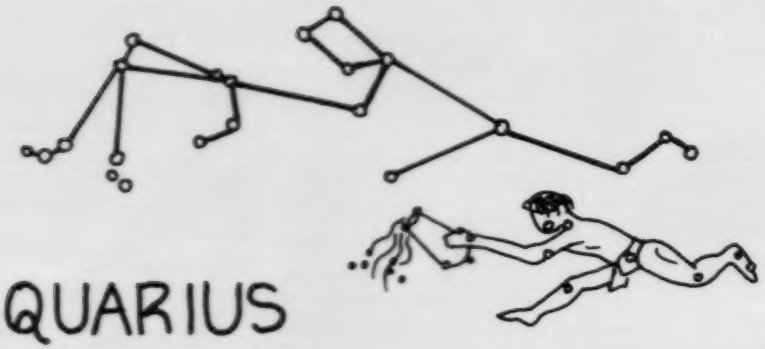


CAPRICORN

LIBRA

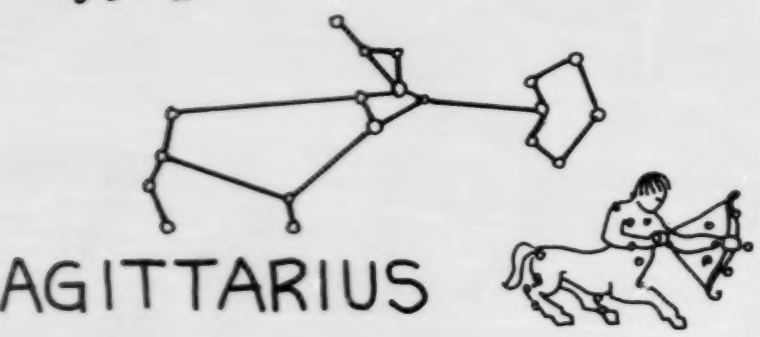
PISCES


ARIES
GEMINI
SCORPIO
LEO

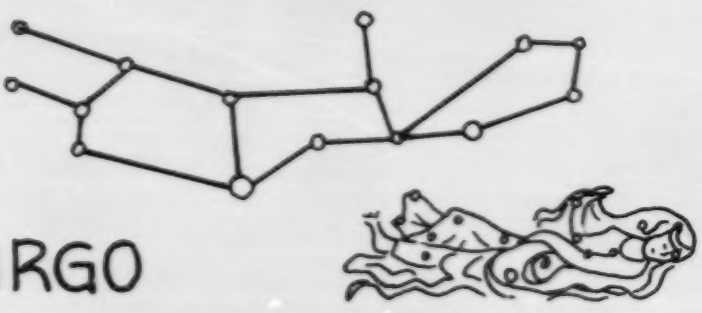


AQUARIUS

TAURUS



SAGITTARIUS



VIRGO

PROGRAMS FOR CHILDREN: THE STORYHOUR

The common denominator in public library programming for children is the storyhour. Whether the librarian or a volunteer is reading a picture book, telling a story, performing a puppet show, playing games, singing songs, reading poetry, or leading creative dramatics, the storyhour is designed to share the finest in literature and illustration with the library's youngest patrons. To provide richness and variety of experience consistently is no easy task as you know, but there are sources to turn to for assistance.

One of the best general titles on library programs is by John S. Robotham and Lydia LaFleur entitled Library Programs: How to Select, Plan, and Produce Them (Scarecrow, 1976). Included in this valuable handbook is a special section on children's programs that you will find most helpful. There are several excellent titles that deal specifically with children's storyhours, the backbone of children's programming. The best are:

Anderson, Paul S. Story Telling with the Flannel Board. 2 vols. Denison, 1970. Overview of the value and use of the flannel board with patterns.

Baker, Augusta and Ellin Greene. Storytelling: Art and Technique. Bowker, 1977. The premier storyteller shares the secrets of her enormous success.

Bauer, Caroline Feller. Handbook for Storytellers. ALA, 1977. A handbook for beginners and professional storytellers shows the effective use of a variety of media, music, crafts, puppetry, and other activities to make a story come alive for an audience.

Moore, Vardine. The Pre-School Story Hour. 2d ed. Scarecrow, 1972. Discusses the characteristics and needs of the preschool child and what is necessary for planning and conducting successful storyhours for children.

Storytime: Recommended Books, Rhymes and Aids for Children's Librarians. Comp. by Celia Carroll. Austin Public Library, 1976. A collection of action rhymes, fingerplays, songs, stories that have all been child-tested and proved to be successful.

Ziskind, Sylvia. Telling Stories to Children. Wilson, 1976. Introduction to the art of storytelling and creative dramatics with an extensive bibliography of suitable stories for children.

Some stories for sharing are:

Asch, Frank. Moon Bear.
Brown, Margaret. A Child's Good Night Book.
Brown, Margaret. Goodnight Moon.
Brown, Margaret. Wait Till the Moon is Full.
Brunhoff, Jean de. Babar Visits Another Planet.
Eichenberg, Fritz. Dancing in the Moon.
Goudey, Alice E. The Day We Saw the Sun Come Up.
Johnson, Crockett. Harold's Trip to the Sky.
Keats, Ezra Jack. Regards to the Man in the Moon.
Levitin, Sonia. Who Owns the Moon?
Olsen, Ib Spang. The Boy in the Moon.
Preston, Edna Mitchell. Squawk to the Moon, Little Goose.
Thaler, Mike. Moonkey.
Wheat, Janis. Let's Go to the Moon.
Wildsmith, Brian. Professor Noah's Spaceship.

FINGERPLAYS AND ACTION RHYMES

Fingerplays and action rhymes can help settle children down before a storyhour or other program by getting all the wiggles out or they can be used to provide a "seventh inning stretch." Those suggested on the following pages have a space theme and will be very popular during the Reading Club.

MOON RIDE

Do you want to go up with me to the moon?	(Point to friend, self, then sky.)
Let's get into our rocket ship and blast off soon!	(Pretend to climb into ship.) (Swish hands quickly.)
Faster and faster we reach to the sky.	(Jump and reach.)
Isn't it fun to be able to fly?	
We're on the moon, now all take a look.	(Look down.)
And gently sit down and I'll show you a book.	(Sit down gently.)

ASTRONAUTS

Astronauts blast off in rockets	(Put fingertips together in a point and make upward motion.)
'way up into space.	(Separate hands for space.)
They've been to see old Mr. Moon	(Make circle above head with arms.)
and landed on his face.	(Point to face.)

STARS

At night I see the twinkling stars	(Clasp and open hands.)
And a great big smiling moon;	(Circle arms over head.)
My mommie tucks me into bed	(Lay finger in cupped hand.)
And sings a good-night tune.	(Make rocking motion with hands.)

SPACE ROCKET

(Sit with elbows close to the body and hands held in front with tips of fingers touching to form cone of a rocket.)

Inside a rocket ship,
Just enough room.
Here comes the countdown-----
10, 9, 8, 7, 6, 5, 4, 3, 2, 1, 0,
And zoo-oo-o-o-o-o-o-m!

(Stand up and raise arms as high as possible with fingers still held together like the cone of a rocket.)

JOHNNY'S RIDE

Johnny looked at the moon. (Stretch arms over head. Hold hands in the shape of a moon.)

Johnny looked at the stars. (With arms still lifted, wiggle fingers for twinkling stars.)

Johnny got in a rocket. (Lower arms to waist. Place palms and fingers together in shape of a rocket cone.)

Johnny went up to Mars. (With hands still together, lift arms quickly as high as you can over your head.)

I AM A ROCKET

I am a rocket, (Children are crouched on floor with
Pointing to the moon. arms clasped steeple-style over head.
Ten, nine, eight, seven, six, To blast off, they jump into the air.)
five, four, three, two, one.
Blast off! Zoom!

ONE LITTLE, TWO LITTLE, THREE LITTLE SPACEMEN

One little, two little, three little spacemen
Four little, five little, six little spacemen
Seven little, eight little, nine little spacemen
Ten little men in space!

(Let each finger be a spaceman. Start with your thumb and wiggle each finger in turn as you name the number.)

TEN LITTLE MARTIANS

Ten little Martians (Hold up 10 fingers.)
Standing in a row

When they see the Captain (Bend fingers down and up.)
They bow just so

They march to the left (Move both hands with a marching rhythm
And they march to the right to the left and then to the right.)

Then they close their eyes (Palms together and under the side of
And sleep all night. the face as if one is sleeping.)

THE EARTH

The earth is a great big ball.	(Bring hands together over head to form ball.)
It isn't flat at all.	(Palms together to form a flat surface.)
It spins round and round, just like a top	(Move pointer in spinning motion.)
I'm sure that it will never stop.	(Bring hands together with a clap.)

THE SUN IS UP SO HIGH

The sun is up so high	(Stretch arms above head.)
And is so big and round.	(Form circle with arms.)
But when the evening comes	
The sun goes down, down, down.	(Slowly stoop until in kneeling position.)

THE SUN

Over there the sun gets up,	(Extend arm horizontally.)
And marches all the day.	(Raise arm slowly.)
At noon, it stands right overhead.	(Point straight up.)
At night, it goes away.	(Lower arm slowly and drop down.)

THE STARS

I watch the stars come out at night.	(Look upward.)
I wonder where they get their light.	(Place finger on forehead as if wondering.)
I don't think they'll ever fall.	(Shake head.)
So, I'll reach up and pick them all.	(Pretend to pick stars from the sky.)

CLOUDS

The clouds are floating through the sky	(Hold hands up high and move them in a floating motion.)
They seem to wave as they go by	(Wave hands.)
Some shaped like animals I know	(Make odd shapes with arms and hands.)
Some look like pretty drifts of snow.	(Move hands across front in drifting motion.)

THE ROBOT

Here's a robot,
Big and strong.
Watch him as he
Walks along.

(Move arms and legs stiffly, remaining in same place.)

His head turns left,
His head turns right,
And both his eyes
Shine red and bright.

(Move head appropriately, stiffly.)

Press this button
He will say,
"How are all
My friends today?"

(Stop all movement, press button, continue head movement, then speak in low voice.)

Pull this handle
He will tell
"I am feeling
Very well!"

(Stop all movement, pull handle, add head movement, then speak in low voice.)

TEN SILLY SPACEMEN

(Hold up ten fingers; lower one each time a spaceman goes away.)

Ten silly spacemen
In a cafeteria line.
One got out of place
Then there were nine.

Nine silly spacemen
Learning how to skate.
One went on thin ice
Then there were eight.

Eight silly spacemen
Looking up at heaven.
One tumbled backward
Then there were seven.

Seven silly spacemen
Doing fancy tricks.
One jumped off a roof
Then there were six.

Six silly spacemen
Watching a beehive
One stuck in his nose
The there were five.

Five silly spacemen
Eating more and more.
One ate thirty cakes
Then there were four.

Four silly spacemen
Climbing up a tree.
One swung from a twig
Then there were three.

Three silly spacemen
Can't find much to do.
One fell fast asleep
Then there were two.

Two silly spacemen
Looking for some fun.
One caught a kite's tail
Then there was one.

One silly spaceman--
Now our story's done;
He rode a rocket,
Then there was none.

MUSIC

Most children love to sing whether they can carry a tune or not, so using music in your storyhour will be well received. The following tunes will provide lots of fun.

WE ARE FLYING TO THE MOON

(A parody to the tune of "Farmer in the Dell.")

All children who are interested in participating join hands in a circle in a squatting position and begin the countdown.....10, 9, 8, 7, 6, 5, 4, 3, 2, 1, 0, ignition, BLAST OFF! The countdown is chanted loudly and children slowly rise as it proceeds and at the words "BLAST OFF" arms should be raised toward the sky as the song begins. The children move clockwise until the end of the first verse.

VERSE 1: We're flying to the moon, we're flying to the moon, we've left the Earth in our rocket ship, and we're flying to the moon.

VERSE 2: We're taking a walk in space, we're taking a walk in space, We've left the Earth in our rocket ship, and we're taking a walk in space.

(Drop hands and all begin the exaggerated motion of a space walk.)

VERSE 3: We're landing on the moon, we're landing on the moon We've left the Earth in our rocket ship, and we're landing on the moon.

(Group joins hands and moves clockwise until end of third verse.)

VERSE 4: We're walking on the moon, we're walking on the moon We've left the Earth in our rocket ship, and we're walking on the moon.

(Drop hands and all begin the large leaps and bounds of a moon walk.)

(Countdown is repeated exactly as at beginning of song as group prepares to BLAST OFF from the moon.)

VERSE 5: We're flying back to Earth, we're flying back to Earth. We've left the moon in our rocket ship, and we're flying back to Earth.

(Group moves counterclockwise with hands joined.)

JUNIOR BIRDMEN

Up in the air Junior Birdmen,
Up in the air upside down;
Up in the air Junior Birdmen,
Keep your noses to the ground.

When you hear the whistle blowing,
And you see the badge of tin;
Then you know the Junior Birdmen,
Have sent their boxtops in.

TWINKLE, TWINKLE, LITTLE STAR

Twinkle, twinkle, little star,
How I wonder what you are.

Up above the world so high,
Like a diamond in the sky.

Twinkle, twinkle, little star,
How I wonder what you are.

DOWN BY THE LAUNCH PAD

(To the tune of "Down by the Station.")

Down by the launch pad early in the morning
See the little spaceships all in a row
See the little astronaut push the little button
Countdown, blast off -----off they go!

CREATIVE DRAMA AND MOVEMENT

In Bernice Wells Carlson's book, Listen! and Help Tell the Story, there is a wonderful incident about the arrival of a little spaceman that is very exciting for children to dramatize. It is called "The Spaceman in the Rocket Ship" and the author includes complete instructions for accompanying movements.

You can do an enormous variety of things with older children in a storyhour. Describe to them the confrontation with the aliens in A Wrinkle in Time and discuss the possibility of a similar encounter involving them. Have them dramatize their idea of what would happen at such a meeting.

In L.B. Taylor's book, Space Shuttle, the author includes a description of a fictional voyage. Read this part to the children and then have them describe their own version of the voyage and what they expect to encounter on a mission. Dramatization can follow.

Have children imagine what extraterrestrial creatures might look like, how they would walk, talk, eat, etc. Then have them dramatize, in turn, their idea of what a space being might be like.

What message would children send via radio waves to intelligent life in space? This question will prompt some exciting responses. You could even have them dramatize a dialog between themselves and a creature that has contacted them after picking up on the radio wave message from Earth.

A gold-plated "Sounds of Earth" record was placed aboard Voyager II with two hours of coded Earth sounds and pictures, including animal noises and greetings from humans in sixty languages. What pictures and sounds would the children in your storyhour include on such a record? Why?

To be a space explorer men and women must be between sixty inches and seventy-six inches (152 and 193 centimeters respectively) tall. Astronaut pilots and mission specialists must have a degree in engineering, mathematics, or science. Pilots must be experienced in flying jet planes. Mission specialists must be expert in their field. Discuss these requirements with the children in your storyhour. What do they think it would be like to be an astronaut? Perhaps they might even like to dramatize an astronaut's first mission into space.

POETRY

Children enjoy the sound and sense of poetry, but many librarians are afraid of trying it out during a storyhour. There are several excellent books of poetry that include "space" poems in them. Give them a whirl this summer!

Ciardi, John. Fast and Slow. Houghton, 1975. p.38: "Why the Sky is Blue"

Doane, Pelagie, comp. A Small Child's Book of Verse. Walck, 1948. pp. 124-133: "Comes the Starlighter" is a section that includes 27 poems by the likes of Christina Rosetti, Victor Hugo and Edna St. Vincent Millay.

Free to Be...You and Me. McGraw, 1974. p.136: "The Sun and the Moon"

McCord, David. The Star in the Pail. Little, 1975. p.1: "The Star in the Pail"

The Man in the Moon as He Sails the Sea. Collected by Ann Schweninger. Dodd, 1979. Simple poems about the moon especially suited for preschool and early elementary children.

Merriam, Eve. Out Loud. Atheneum, 1973. p.43: "Sci Fi"

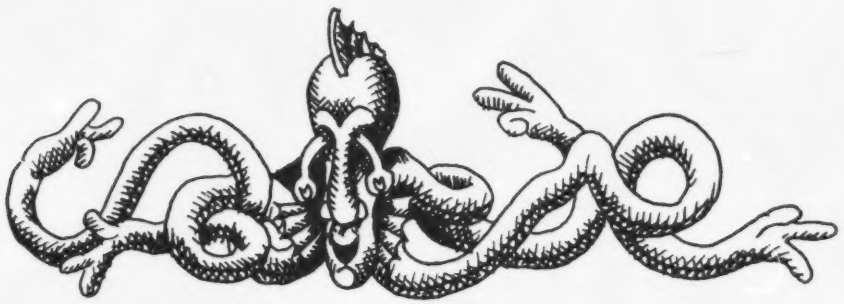
-----. There is No Rhyme for Silver. Atheneum, 1962. p.13: "Space Song" and "Satellite, Satellite"

The Moon's the North Wind's Cooky. Selected by Susan Russo. Lothrop, 1979. p.18: "The Moon's the North Wind's Cooky"

Silverstein, Shel. Where the Sidewalk Ends. Harper, 1974. p.93: "The Planet of Mars"

THE FRIENDLY ALIEN

Puppets can work magic with children, especially when coupled with a science fiction theme. The following script can be tailored to suit any puppeteer's level of experience, that is, simplified or embellished. Production notes and a prop list have been included. Use your imagination and have fun!



Characters

David - Boy of about 9
David's Mother
Police Chief Sinclair
Enor Dur - Extraterrestrial creature

Prop List

Christmas lights (if available)
Enor's language decoder
toy hammer
toy telephone

Production Notes

For the arrival of Enor's spaceship, the stage lights on the right can simply be turned on and off rapidly. You can get more elaborate by using a string of colored Christmas tree lights that blink on and off at the proper time. Enor can be patterned after the Texas Reading Club "mascot" complete with stilted eyes and multiple arms. Enor's language decoder can be made easily from a piece of cardboard tied around his neck with yarn. Buttons can merely be large black circles drawn on the face of the cardboard and blackened in..

David's voice heard offstage left: That was a great game, you guys. See you next Saturday same time.

(Other boys' and girls' voices heard saying goodbye and congratulating David on his game. David enters stage left with a baseball cap on, whistling or humming. He sees lights begin flashing at stage right and stops in his tracks.)

David: Good grief! What on earth could that be? It looks like a --nah!-- it couldn't be.

(David continues walking slowly looking around him suspiciously. Enor Dur enters from right looking very lost and disoriented mumbling strange sounds.)

David: (Frightened. Takes a few steps back.) I was right! That was a flying saucer that landed and look what was inside!

Enor Dur: *!?#$*¢#& (Pushes buttons on a box hanging around his neck.)

David: What? Are you trying to talk to me?

Enor Dur: Buenos dias!

David: Wait a minute. I don't speak Spanish.

Enor Dur: Guten morgen.

David: Is that German? I don't speak that either.

Enor Dur: (Speaks finally in very mechanical monotonous English.) Please excuse me. There are so many languages on Earth, I was not sure which language program to use. My name is Enor Dur. Please do not be afraid. I will not harm you. Your name is David, is it not?

David: (Surprised.) Yes, how did you know?

Enor Dur: Because I am able to analyze your molecules with my eyes. You are the only creature on your Earth that has molecules arranged like that.

David: Wow! That's incredible. Where are you from?

Enor Dur: I am from the planet Cygnus which is in a galaxy far, far away. I have been on a goodwill mission to other galaxies for five Earth years and am just now returning home.

David: But how did you get here?

Enor Dur: I was trying to avoid a Black Hole that the instruments in my spaceship warned me of and somehow ended up in the Milky Way Galaxy and in your solar system.

David: A Black Hole! Wow! I read about that in school.

Enor Dur: I was trying to maneuver through a meteor shower and your Earth's gravity was stronger than I anticipated...so, here I am.

David: Are you going to stay for awhile?

Enor Dur: No, David. I must make some minor repairs to my transforming unit before my ship will produce enough energy to escape Earth's gravitational pull. Can you help me?

David: Me help you? Oh, wow! Wait til the kids at school find out about this!

Enor Dur: No, David! No one can know that I am here. It is a secret. You Earthlings are afraid of beings that are different from you. One of your people might harm me.

David: That's not true of all of us, Enor. Take me for example. I won't harm you.

Enor Dur: I know that, David. I can tell that you have a good heart. But I do not trust all Earthlings. On my planet, all beings are like a family and we live very peacefully. Your planet is different.

David: Maybe you're right, Enor. How much time do you need?

Enor Dur: Only one day. I can finish the repairs and be on my way. Can you help me, David?

David: Of course. Let's go to my house where we'll be safe and we can come back to the park tonight to work on your spaceship. Where is it anyway? (Looks around.)

Enor Dur: It is well hidden among the vegetation close by.

David: Let's go then. (Shakes his head.) Boy, is my mom going to be surprised! (Both exit.)

(David's mother is hammering on a piece of furniture as he enters stage left. The item can be just below the proscenium so that it is not actually visible to the audience.)

David: Hi, Mom. What are you working on?

Mom: This is an old table your grandfather made years ago and I'm trying to fix one of the legs. You're home early. I figured you'd be at the park most of the day. Did you win your baseball game?

David: Yeah. Mariann hit a homerun in the ninth and we won by two. (Preoccupied.)

Mom: You don't seem very excited about it. Is something wrong?

David: (Earnestly.) Listen, Mom. I need your help. (Mother stops hammering.) I brought a friend home with me.

Mom: Is that all? You sound so serious, David. (Laughs.)

David: (Nervously.) Can I bring him in to meet you?

Mom: Sure. I'll fix you both a peanut butter and jelly sandwich. (Starts to leave.)

David: I'm not sure he eats peanut butter, Mom.

Mom: (Laughs.) Oh, David, I don't think I've ever met one of your friends that <u>didn't</u> like peanut butter and jelly.

David: Well, this is a different kind of friend, Mom. Come on in, Enor.

(Enor enters and mother gasps and drops hammer noisily.)

David: See what I mean, Mom.

Mom: (Recovering from shock.) Now, David, when you brought the boa constrictor home and he got loose in your father's closet for two weeks and ate all his golf balls, we didn't say a thing! And when your guinea pig had babies in the sofa, we never said a word! But this is too much! (Nervously.) This must be a joke. Tell me it's a joke, David. Come on, whoever you are. Take that mask off! (Pulls on Enor's head with no success. Enor makes high pitched yelping sounds.)

Mom: Where on earth did you find this...this...friend, David?

David: That's just it, Mom. He's not from Earth. His name is Enor Dur and he's from Cygnus and we've got to help him!

Mom: We have to help him. Help him what?

Enor Dur: Excuse me, Mom, but I need only one day to repair my spaceship so I can leave Earth and return to my planet. Will you and David let me stay here so I will be safe until I leave?

Mom: Oh, my. I think I'm going to be ill. Very well. Luckily your father is out of town, but how do we keep the neighbors from finding out?

David: Don't worry, Mom. I don't think anyone saw Enor's spaceship land or saw us come here. We will only go to the park to work on his spaceship after dark so no one will see us. Can he stay, huh, please! ? !

Mom: Very well, Enor. You may stay. But I just hope no one finds out. Now let's go get those peanut butter and jelly sandwiches.

Enor Dur: (As they exit right.) Peanut butter and jelly? You Earthlings consume very strange matter!

(Meanwhile at the office of Police Chief Sinclair...)

Sinclair: (Answering phone.) Hello...(pause). (Very disgruntled.) Yes, Mrs. Woods, I've already had at least a dozen calls about the mysterious flashing lights in the park today. (pause) I'm sure it was just the sun's reflection on some object or other. (pause) No, I don't mind checking it out. Of course, you're safe. I'm sure it was nothing. (pause) Yes, yes, you take care,too, Mrs. Woods. Goodbye. (Hangs up.) I can't believe this. People must be going daffy or something. Imagine some of our leading citizens thinking they've seen a UFO. It must be the summer heat! But maybe I'd better get out to the park just to satisfy everyone that nothing's there. (Exits right, chuckling to himself.) UFO...if that don't beat all!

(Mom, David and Enor enter left.)

David: Don't worry about us, Mom. We'll only be gone a few hours and tomorrow morning after his fuel cells charge, Enor will be on his way home.

Enor: I promise I will allow nothing to happen to David, Mom. He is safe with me.

Mom: Very well, Enor. But remember. I'm counting on you. Be careful, you two.

David and Enor: Bye. (Exit right.)

Mom: I have a strange feeling about all of this. (Exits left shaking her head.)

(Meanwhile at the park...)

(Sinclair enters left.)

Sinclair: I knew I should have gotten something to eat before I came out here. My stomach's been growling like a bear. (Hears noise offstage.) What's that? Sounded like it came from over there. Maybe I ought to investigate. (Sneaks offstage right.)

(David and Enor enter left.)

Enor: I have completed my repairs, David. The fuel cells will be renewed by morning. I thank you for all your help. You are a very kind Earthling.

David: Gee, Enor, you're welcome. I'm really glad that I could help. Besides, I never saw a spaceship like that before except in books. It's really neat!

Enor: I do not know this word "neat" but I hope it means you enjoyed your visit on my ship. Perhaps some day you can visit me on Cygnus.

David: (Excited.) You mean it! That would be great!

Police Chief Sinclair's voice heard offstage left: Alright. I hear you in there. Come on out.

(David and Enor look at each other.)

David: Oh, no, it's Mr. Sinclair, the Chief of Police. Come on, Enor, let's get out of here! (Run off to right.)

(Sinclair enters out of breath.)

Sinclair: Hey, you, come back here. (Chases after Enor and David offstage right. Enor and David enter left still running. Enor stops.)

Enor: David, I promised Mom I would protect you and I cannot run away from danger anymore. (Stands protectively in front of David.)

(Sinclair enters and stops in his tracks.)

Sinclair: Good grief! Don't tell me. This is one of those "Star Wars" movies. Where are the cameras? (Looks around everywhere, straightens

hat.) Oh, come on, couldn't I at least be an extra? There are cameras around aren't there? (Starts sounding worried and begins stepping backwards slowly.) If there aren't any cameras that means this isn't a movie after all and that means you're for real.....whoa!!! (Runs offstage left.)

(Enor and David laugh hysterically.)

David: Did you see his face? It turned as green as you! I wish I had a picture.

Enor: A very strange Earthling indeed, David. Maybe Earthlings are not as fearsome as I thought. (Laughing rather mechanically.) Let us go to your home now. Mom will be worried about us and I must rest before my departure tomorrow morning. Besides, I wish to have another one of mom's peanut butter and jelly sandwiches.

(Both exit laughing.)

THE END

SKYLORE

Ancient peoples told many tales explaining what they did not fully understand about the mysteries of the universe. The Shining Stars: Greek Legends of the Zodiac by Ghislaine Vautier is a compilation of legends recounting the origin of each sign of the zodiac and how they came into the heavens. The legends are excellent for sharing with an older group of children (grade 4 to 6).

An interesting display to pursue is to look at the roots of some commonly used astronomical terms. For example:

star arranger - astronomer
star sailor - astronaut
the universe - cosmos
milky circle - galaxy
attendant, escort - satellite
wanderer - planet

It might be fun for children to guess what the word is if they only know the literal root.

In The Child's Book of Folklore edited by Marion Vallat Emrich (Dial, 1947), pp.88-89 feature old sayings, beliefs and customs related to the heavens. Children will enjoy the humor.

GAMES AND PUZZLES

Astronomy

Write the word "astronomy" vertically on a sheet of paper. Leave a space and then write the word again in reverse. (see example) Make a sheet for each player.

Now have your players think of words beginning and ending with the adjacent letters, such as "away" or "alley" for the first one. The words must have at least four letters.

Let them use proper names, as some are difficult. Player with most and best words wins.

A --- Y
S --- M
T --- O
R --- N
O --- O
N --- R
O --- T
M --- S
Y --- A

What Am I?

This is a good way to help members of a group to get to know each other. Pin the name of a planet or constellation on the back of each player. One by one, they try to guess who or what they are. Other players may give them hints.

Planet Landings

Cut cardboard circles of different sizes to represent the planets. Suspend them from the ceiling.

Make paper gliders and let each player have three chances at throwing a glider and hitting a planet. Have the player stand about six feet away. Place a point value on each planet, the smallest being worth the most points. The player with the highest score wins.

Space Travel

One player in the center is Radar. The rest of the players sit in a circle holding hands.

While Radar's back is turned, one of the players in the circle is chosen to start the spacecraft by squeesing the hand of the player next to him; this player, in turn, squeezes the hand of the next person, and so the spacecraft goes around the circle. Any player may reverse the direction at any time.

Ring Around the Rocket Ship

Ring around the rocket ship
Try to grab a star
Stardust, stardust
Fall where you are.

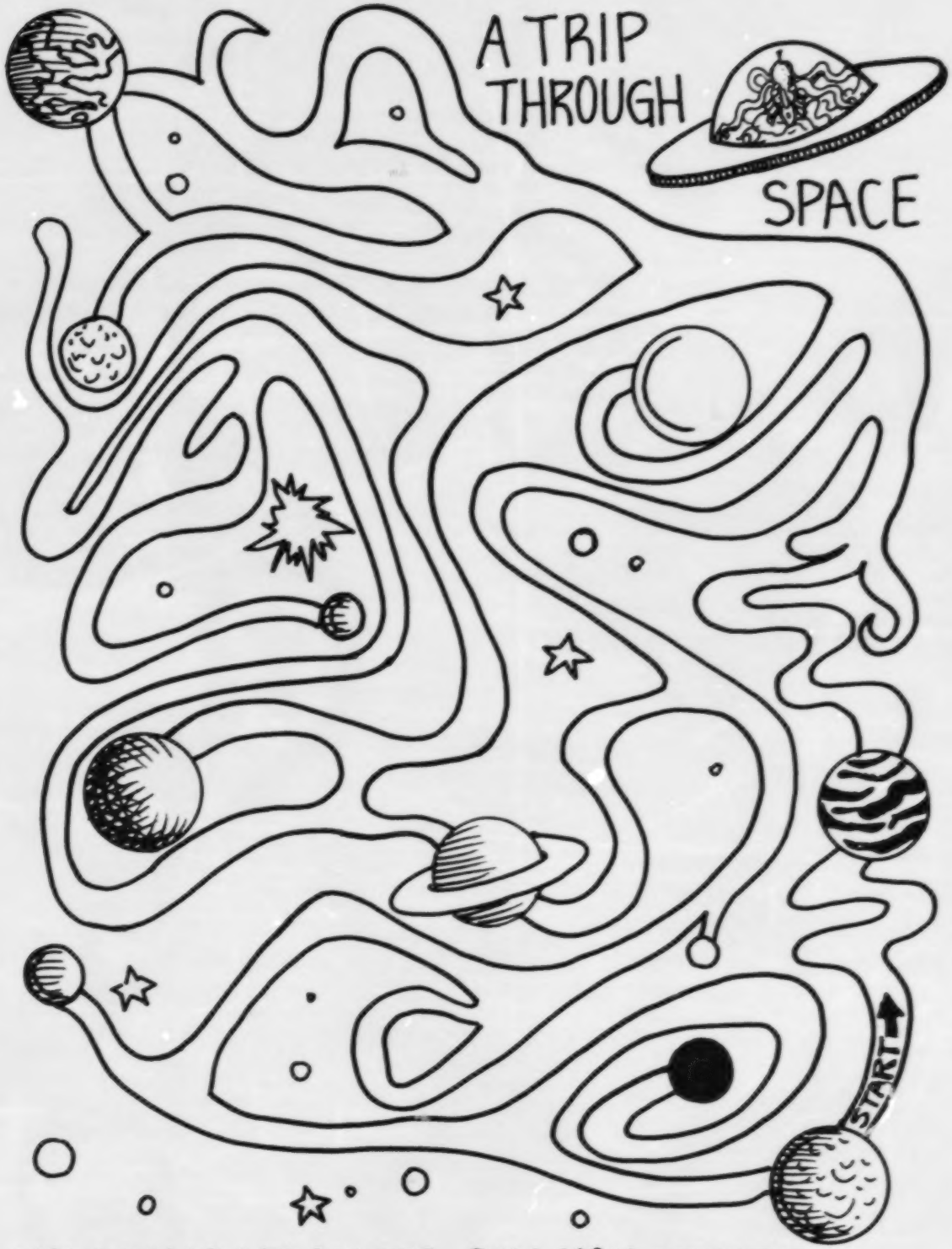
All join hands in a circle and slide to the right. At the word "grab" drop hands and reach up. At the word "fall" fall to the floor. Repeat verse sliding to the left.

What Are They?

____Big Dipper	____Earth
____North Star	____Alpha Centauri
____Mars	____Little Dipper
____Big Bear	____Our Sun
____Sirius	____Venus

A. Constellation: a group of stars.
B. Star: a natural shining body visible in the sky.
C. Planet: one of the nine heavenly bodies that revolve around the sun in our solar system.

Answers: A, Big Dipper; B, North Star; C, Mars; A, Big Bear; B, Sirius; C, Earth; B, Alpha Centauri; A, Little Dipper; B, Our Sun; C, Venus.



HOW MANY PLANETS CAN YOU VISIT?

SPACE BINGO

On tables, the tops of low shelving, or at various convenient places around the room display science fiction books or pictures or other reproductions of characters in science fiction books and films. Names of the characters represented should be printed on placards beside the books or pictures to assist younger children with spelling and so that there will be no confusion as to which character is being highlighted. (e.g., Mrs. Who from A Wrinkle in Time or Watson II from The Robot and Rebecca.) Not all of the characters you wish to highlight will be readily identified from the cover of the book. There should be twenty-five (25) of these.

The children then move around the room, writing the names of the characters into the squares provided (sample below may be photocopied), one name per square, until all squares are filled.

The leader has written the names of the characters on slips of paper and put them in a hat or can prior to the start of the game. Now, the leader takes one name at a time from the container and calls it out loud. The children cross through the square on which that name is written. The game continues in this fashion until five squares in a row, either up and down or diagonally, have been crossed out and a child shouts, "Space Bingo!" and wins the game. The game can be continued for 2nd or 3rd place winners to be established. Small prizes may be awarded.

Missing Vowels

J__P__T__R.

M__RC__RY.

__ __RTH.

__R__N__S.

PL__T__.

M__RS.

S__T__RN.

V__N__S.

Answers: Jupiter, Mercury, Earth, Uranus, Pluto, Mars, Saturn, Venus.

Planet Dart Board

On a large poster board, draw a series of circles at least 2" apart, to make orbits for the planets. Place the sun in the center and a planet in each orbit in the correct order of distance from the sun with Mercury nearest followed by Venus, Earth, Mars, Jupiter, Saturn, Uranus, Neptune, and Pluto.

Each player takes his turn at throwing a suction cup dart at the dart board. Keep a tally sheet of planet or orbit hit by each player. Continue throwing darts in turn until a player succeeds in hitting all of the planets or orbits.

Flannel Board Planets

Set up a flannel board in the library, preferably in the children's area if there is one and cut out planets from different colors of felt in different sizes so that children will be able to see size relationships between planets. Put them out on the board in concentric circles in proper order and then mix them up. Let the children put them in proper order again. Flannel pieces in various shapes and colors can be left by the board at all times and children will have fun creating all kinds of robots, space creatures and rockets with the shapes.

CRAFTS

Craft activities can stimulate imagination, motivate creativity and even enhance motor skills. Besides, it's fun! Involvement in craft programs in the public library depends on space and staff time. The coordinator of the craft activity should have some knowledge of the historic background of the specific craft or its utilitarian and decorative uses.

The Dave Ross books in the bibliography will provide excellent ideas for lots of crafts in support of the Reading Club theme. In addition there are several things that you can do to enhance your program and ensure its success.

Schedule the craft program when you are not alone. You will need help; you can count on it! Have a mock-up of the craft on hand for children to see. Avoid waste. Involve everyone in the clean up operation. Be sure to display the crafts that children make. It is great publicity for your craft program.

SPECIAL EVENTS

There are some films and slide sets available that would make interesting programs, especially if coupled with a speaker. The Pioneer 11 encounter with Saturn and the Voyager 1 and 2 encounters with Jupiter are recorded in vivid color on slide sets available from National Space Films Library, Public Information and Educational Services, 495 South Arroyo Parkway, Pasadena, CA, 91105. Sets are nomially priced between $15.00 and $42.00.

Just under $200.00 will buy you a fascinating series of 240 slides in "Science Fiction: Jules Verne to Ray Bradbury." Narration and musical background are well done and selections are well chosen. Available from The Center for Humanities, Inc., Communications Park, Box 100, White Plains, NY, 10602.

NASA films are available from NASA Lyndon B. Johnson Space Center, Public Information Branch/AP3, Film Distribution Library, Houston, TX, 77058, 713/333-4980. Films are available on skylab, the Apollo missions, the space shuttle, the moon, planets, satellites and much more. All films are free; you pay only return postage. Be sure to book them as far in advance as possible to avoid the rush.

If someone in your community or perhaps a staff member in the system office is interested in getting involved with NASA's lunar samples program, here's how. You must attend a lunar briefing session. The schedule for next spring has not been set yet, but you may contact Maxine Good at 713/483-4433 for information on the briefing. Once briefed, the program specialist will be given a lucite case with moon rock samples in it, a 16mm film, filmstrip, tape, and booklets for use in programming.

The McDonald Observatory at Robert L. Moore Hall on the University of Texas at Austin campus (26th and Speedway) is open to the public Monday-Saturday from 9:00a.m. to 7:00p.m. and on Sunday from 1:00p.m. until 7:00p.m. It is well worth the visit!

How about having a comic book exchange this summer in the library. Marvel comics are very popular with children and I'm sure they would welcome an opportunity to "talk shop" with other collectors in the community.

What about a puppet workshop this summer. Using the Dave Ross books, you will be able to spur children on to making space puppets. Why not have them write a script to go along with their puppets and have them perform it for other children in the community. It's loads of fun!

IN PARTING...

I'm sure you've gotten the message by now...get busy! It should be a fun summer and I hope that I have provided you with some ideas that will spur you on in your never ending search for program possibilities. Good luck! May the force by with you!

SCIENCE FICTION TO BEGIN ON

If you've ever been in the very frustrating position of trying to find a substitute for the eight-year-old who is dying to read Star Wars, then you know what a paucity of titles there is written in the science fiction genre for preschool through third grade. Not every young science fiction buff can start out with Robert Heinlein. There has to be a starting place; books that will satisfy the interest and enthusiasm of a "Star Wars" generation and lead them on to the Heinleins and the Nortons and eventually the Clarkes and the Asimovs.

The following bibliography should help. I've kept strictly to science fiction, leaving fantasy for another time. Not all titles are recommended, however. This is the time we must remember that quality must sometimes be forsaken for popularity. I have included a few high interest/low vocabulary books and have indicated both reading level (RL) and interest level (IL) for these titles.

Alexander, Martha. Marty McGee's Space Lab, No Girls Allowed. Dial, 1981. (ps-1) Big brother, Marty's, space lab bedroom is off limits to his younger sisters until baby Jenny stumbles onto a secret trick.

Arnold, Caroline. My Friend From Outer Space. Watts, 1981. (1-4) A rocket ship ride for Sherry and her friend culminates in a sly bluff.

Brewster, Patience. Ellsworth and the Cats From Mars. Houghton, 1981. (ps-2) Fat cat, Ellsworth, is saved by space-cat, Margaret, from a harrowing trip in deep space and returned home to his mother on Earth.

Cameron, Eleanor. Mr. Bass's Planetoid. Little, 1958. (3-6) David and Chuck set out in their spaceship for Lepton, a satellite of Earth, to find the inventor of the mysterious Brumblitron before it can destroy the world.

-----. Stowaway to the Mushroom Planet. Little, 1956. (3-6) David, Chuck and Mr. Bass keep the Mushroom Planet a secret from everyone but Horatio Q. Peabody.

-----. Time and Mr. Bass. Little, 1967. (3-6) Chuck and David are drawn into Mr. Bass's attempts to translate the ancient Thirteenth Scroll and help free the spore people from a mysterious evil power.

-----. The Wonderful Flight to the Mushroom Planet. Little, 1954. (3-6) Mr. Tyco Bass, inventor, astronomer and artist, enlists David and Chuck and their newly built spaceship for a trip to the mysterious Mushroom Planet.

Coleman, Joseph. Space Wars. Xerox, 1980. pb. (RL: 2.5, IL: 5+) Seven fast paced space and time-tripping stories explore familiar science fiction themes.

Curtis, Philip. Invasion From Below the Earth. Knopf, 1981. (2-5) No one believes Selwyn has been contacted by creatures from the center of the Earth until they tip over the Washington Monument.

-----. Invasion of the Brain Sharpeners. Knopf, 1981. (2-5) A group of extraterrestrial beings looking for prospects to colonize their new planets zeros in on Mr. Browser's class.

DeWeese, Gene. Nightmares From Space. Watts, 1981. (RL: 2.4, IL: 7+) Captain Milo, his crew, and four young space cadets are sent on a dangerous mission to the Jupiter moon, Callisto, to discover the source of strange radio signals.

Johnson, Crockett. Harold's Trip to the Sky. Harper, 1957. (k-3) Harold uses his purple crayon to draw his way to Mars.

Krahn, Fernando. Sebastian and the Mushroom. Delacorte, 1976. (ps-2) A giant mushroom carries Sebastian through a telescope where he catches a shooting star for an adventure in space in this clever wordless book.

MacGregor, Ellen. Miss Pickerell Goes to Mars. McGraw, 1951. (3-6) A mixture of humor and scientific fact follow Miss Pickerell through space to visit the planet Mars.

-----. Miss Pickerell on the Moon. McGraw, 1965. (3-6) The inimitable Miss Pickerell has further space adventures on the moon.

Marshall, Edward. Space Case. Dial, 1980. (ps-3) A strange space creature lands on Earth on Halloween night and gets Buddy McGee out of a jam in science class by pretending to be Buddy's robot space project.

Nixon, Joan Lowery. Kidnapped on Astarr. Garrard, 1981. (RL: 2, IL: 3-6) Set on a distant planet in a futuristic universe, Kleep and her friend, Till, and Zibbit, the protective robot, avert cosmic disasters.

-----. Mysterious Queen of Magic. Garrard, 1981. (RL: 2, IL: 3-6) A blend of science fiction and fantasy, this futuristic hero story features Kleep, her friend, Till, and Kleep's protective robot, Zibbit.

Pinkwater, Daniel Manus. Fat Men From Space. Dodd, 1977. (3-6) Through William's sensitive molar he picks up a radio message about a planned alien attempt to strip Earth of all its junk food.

Simon, Seymour. Einstein Anderson Tells a Comet's Tale. Viking, 1981. (3-6) Science sleuth Einstein Anderson solves a series of puzzles using scientific principles.

Slobodkin, Louis. The Space Ship Returns to the Apple Tree. Macmillan, 1972. pb. (3-5) Further adventures of Eddie and the strange little man from outer space.

-----. The Space Ship Under the Apple Tree. Macmillan, 1952. (3-5) Eddie's summer vacation takes an interesting turn when he tracks a spaceship to the the old apple tree and meets its strange inhabitant.

Slobodkin, Louis. The Three-Seated Space Ship. Macmillan, 1962. (3-5) Young Eddie and his space friend, Marty, are involved in further space nonsense for Earth-bound enthusiasts.

Slote, Alfred. My Robot Buddy. Lippincott, 1975. (2-4) Danny's parents buy him a robot companion, Jack, and their lives are uproariously changed by the newcomer.

-----. My Trip to Alpha I. Lippincott, 1978. (3-5) Jack's visit to rich Aunt Katherine on Alpha I reveals some very peculiar goings on.

-----. C.O.L.A.R.: A Tale of Outer Space. Lippincott, 1981. (3-5) Child robots are responsible for kidnapping Jack when he, his parents and his look-alike robot "brother" land on an uncharted planet.

Star Wars: The Maverick Moon. Random, 1979. (2-5) Luke Skywalker must destroy a maverick moon that's on a collision course with his planet.

Star Wars: The Mystery of the Rebellious Robot. Random, 1979. (2-5) The Jawas attempt to sabotage the building of a super vaporator on the planet Tatooine by tampering with Artoo Detoo.

Wildsmith, Brian. Professor Noah's Spaceship. Oxford, 1980. (ps-3) The forest animals help Professor Noah and his robots complete a giant spaceship so they can all escape the polluted Earth.

Williams, Jay. Danny Dunn and the Anti-Gravity Paint. McGraw, 1964. (3-6) When Danny tips over the mysterious jar of glistening liquid, he has no way of knowing that he will involve himself, his friend Joe and Professor Bullfinch in a wild flight between planets.

-----. Danny Dunn and the Voice From Space. McGraw, 1967. (3-6) Danny's science project of intercepting signals sent from space is almost wrecked by a mischievous pet monkey.

-----. Danny Dunn, Time Traveller. McGraw, 1964. (3-6) Danny and his friends can't resist tinkering with Professor Bullfinch's time machine and they are off on another adventure.

The Wookiee Storybook. Random, 1979. (1-4) Bright color illustrations accompany a biographical approach to Chewbacca'a life from his birth on the planet Kashyyyk to his now famous association with Han Solo.

Yolen, Jane. The Robot and Rebecca and the Missing Owser. Knopf, 1981. (3-5) Watson II and Rebecca are involved in the bizarre mystery of a missing owser in the year 2121.

-----. The Robot and Rebecca: The Mystery of the Code-Carrying Kids. Knopf, 1980. (2-5) Rebecca's birthday present, a robot detective she names Watson II, helps her break a mysterious code that solves a baffling mystery in the year 2121.

THE BRIGHTEST STARS IN THE GALAXY: NONFICTION FOR STARWATCHERS

The following books are a recommended core collection of nonfiction dealing with space and related subjects. The handful of titles that were not selected from recommended review sources were included because of their popular content, such as titles based on the movie Star Wars. Titles were verified in the 1980-81 eidtion of Books in Print.

The Art of the Empire Strikes Back. Edited by Deborah Call. Random, 1980. (YA) The characters and sets from the movie are seen from their creative rough beginnings through the fascinating finished product.

Asherman, Allan. The Star Trek Compendium. Simon & Schuster, 1981. (YA) The development of basic concepts, characters, sets, and props is followed for the original TV episodes and the recent motion picture. Also included are biographies of the actors and detailed synopses of each episode.

Asimov, Isaac. How Did We Find Out About Black Holes? Walker, 1978. (5-7) An explanation of how stars age leads to a fascinating discussion of an intriguing astronomical mystery.

-----. How Did We Find Out About Outer Space? Walker, 1977. (5-7) Beginning with man's early dreams of flying, the book brings the reader up to the present with discussions of rockets, satellites and spaceships.

-----. How Did We Find Out the Earth is Round? Walker, 1972. (4-6) The author discusses early theories of the shape and structure of the Earth ending with the proof supplied by the explorations of Columbus and Magellan.

-----. Jupiter, the Largest Planet. rev. ed. Lothrop, 1976. (5-7) The giant planet is described from the standpoint of current knowledge and conjecture about the findings of future probes. (Look for yet a newer edition to be published within the next year.)

-----. The Solar System. Follett, 1975. (3-5) The mysteries of our solar system are explored in a beginning science book format.

-----. The Sun. Follett, 1972. (3-5) An explanation of the sun and related phenomena is presented in a format for beginners.

-----. Venus, Near Neighbor of the Sun. Lothrop, 1981. (YA) With his usual clarity of style, Asimov details the current information available on Venus noting unsolved mysteries regarding the planet.

-----. What Makes the Sun Shine? Little, 1971. (4-6) Simple experiments illustrate the step-by-step explanation of the sun's energy and how it reaches the Earth.

Astronauts and Cosmonauts: Biographical and Statistical Data. Rev., 1981. Superintendent of Documents, Washington, D.C., 20402. (YA+) This directory contains photographs and brief biographies of more than 150 U.S. astronauts and 60 Soviet cosmonauts.

Barlowe, Wayne D. Barlowe's Guide to Extraterrestrials. Workman, 1979. (YA) A remarkable, very well produced picture book of Barlowe's color paintings, depicting famous alien characters from classic science fiction stories.

Bergaust, Erik. Colonizing Space. Putnam, 1978. (5-7) The realities of space colonization for the purpose of beaming solar electrical energy to Earth are discussed along with how people can live and work in space.

-----. The Next Fifty Years on the Moon. Putnam, 1974. (5-7) The use of the moon as a base from which further space exploration will be launched and as a colony is projected over the next half century.

Berger, Melvin. Comets, Meteors and Asteroids. Putnam, 1981. (5-7) Each phenomenon is dealt with in turn relating both historical and modern popular conceptions.

-----. Quasars, Pulsars and Black Holes in Space. Putnam, 1977. (3-6) The scientific process of discovery is the basis for a general discussion of these astronomical phenomena.

Blumberg, Rhoda. The First Travel Guide to the Moon. Scholastic, 1980. (4-6) This imaginative guidebook discusses in an often amusing way what to pack, how to go, and what to see when you get there.

Bova, Ben. The High Road. Houghton, 1981. (YA) A pro-space plea penned by the renowned science fiction author and current editor of Omni magazine concentrates on energy and space and related issues.

Branley, Franklyn M. The Big Dipper. Crowell, 1962. (k-4) Facts and lore about the Big Dipper are related with instructions on its identification.

-----. A Book of Mars for You. Crowell, 1975. (2-4) The discussion on Mars centers on information gathered by Mariner IV and speculates as to the possibility of life on the red planet.

-----. A Book of Stars for You. Crowell, 1967. (2-4) The author explains the place and importance of the solar system in the galaxy; the numbers, distances, motions, and properties of stars; and describes how stars are formed and evolve.

-----. Book of the Milky Way Galaxy for You. Crowell, 1965. (3-6) Beginning with a history of astronomy, the author describes the use of radio astronomy to more clearly define our galaxy and speculates as to the Milky Way's origin and future.

-----. Columbia and Beyond. Collins, 1979. (4-6) America's space shuttle is discussed in an easy to read format complete with a section of color illustrations.

-----. Comets, Meteoroids, and Asteroids. Crowell, 1974. (6+) A book about the many smaller bodies that move among our nine planets and their thirty-two satellites.

-----. Eclipse. Crowell, 1973. (2-4) Through clear definitions of terminology Branley explains the phenomenon of a total solar eclipse.

Branley, Franklyn M. The End of the World. Crowell, 1974. (5+) The author describes the inevitable natural destruction of our planet by means of energy flashes from other stars, aging from the sun's rays, or changes in the Earth's relationship to the moon.

-----. The Nine Planets. rev. ed. Crowell, 1978. (6-7) Current scientific information is presented about the nine known planets in our solar system plus speculation about two unconfirmed planets, Vulcan and #10.

-----. Pieces of Another World. Crowell, 1972. (5-7) A discussion of the collection and analysis of moon rocks carefully distinguishes fact from theory.

-----. The Planets in Our Solar System. Crowell, 1981. (1-3) This simple astronomy lesson introduces the planets and our solar system in a picture book format.

-----. The Sun. Crowell, 1961. (2-4) Our nearest star is explained in a simple picture book format.

-----. Sun Dogs and Shooting Stars: A Skywatcher's Calendar. Houghton, 1980. (5-8) The author's month-by-month discussion of the major visible signs and phenomena of each season will interest browsers and more serious skywatchers alike.

-----. Sunshine Makes the Seasons. Crowell, 1974. (2-4) This picture book for young readers explains the cycle of seasons as an effect of the Earth/sun relationship.

Cohen, Daniel. A Closer Look at Close Encounters. Dodd, Mead, 1981. (5+) UFO sightings and encounters, some funny, some bizarre, are chronicled from legitimately recorded experiences to the ramblings of crackpots.

Collins, Michael. Flying to the Moon and Other Strange Places. Farrar, 1976. (4-7) Collins reports on his fascinating experience training for and being a part of two manned space flights.

Cornell, James. The First Stargazers: An Introduction to the Origins of Astronomy. Scribner, 1981. (YA) Looking at Stonehenge, Egyptian and mesoamerican pyramids, early rock art, etc., Cornell reviews what is known or surmised about the astronomical knowledge of ancient peoples.

Couper, Heather. Heavens Above! Watts, 1981. (6-8) Readers explore nearby galaxies as passengers on the ship Starbreaker covering such topics as comets, asteroids, stargazing, theories of the origin of the universe, and the way scientists gather information from the heavens.

DiFate, Vincent. DiFate's Catalog of Science Fiction Hardware. Workman, 1980. pb. (YA) A selection of DiFate's paintings of science fiction machinery from Captain Nemo's Nautilus to H.G. Wells's Martian fighting machines through spaceships, space suits, space colonies, and weapons all tied together with provocative commentary.

The Empire Strikes Back Notebook. Ed. by Diana Attias and Lindsay Smith. Ballantine, 1980. pb. (YA) Black-and-white illustrations drawn from the story boards of the film complement the complete script of the movie.

The Empire Strikes Back Storybook. Adapted by Shep Steneman. Random, 1980. (4+) The further adventures of Luke Skywalker and his friends in their continuing battle against Darth Vader and the evil side of the Force is embellished with color stills from the movie.

The Encyclopedia of UFO's. Ed. by Ronald D. Story and J. Richard Greenwell. Doubleday, 1980. (YA) This summary, in concise article form, of the state of UFO research includes specific phenomena, researchers and research groups, popular theories, public attitude and governmental involvement.

Fantastic Creatures: An Anthology of Fantasy and Science Fiction. Ed. by Isaac Asimov and others. Watts, 1981. (YA) Eight imaginative short stories are some the the best in science fiction and fantasy featuring such gruesome characters as vampires and killer bees.

Feldman, Anthony. Space. Facts on File, 1980. (YA) This lavishly illustrated overview of space and the science of astronomy carries the interested browser or faithful skywatcher from historical to speculative aspects.

Fields, Alice. Satellites. Watts, 1981. (3-5) An elementary explanation of satellites includes a look at the various types in operation.

-----. Stars and Planets. Watts, 1980. (3-5) This basic introductory treatment presents little new information but is written in a clear, easily understood style with new words defined clearly in the text.

-----. The Sun. Watts, 1980. (3-5) Color illustrations and photographs are attractively used in a basic introduction that presents some new information gained from recent space flights.

Ford, Adam. Spaceship Earth. Lothrop, 1981. (4-6) A straightforward text and lots of full-color photographs and diagrams introduce young readers to the stars and our solar system.

Freeman, Mae. The Sun, the Moon and the Stars. Random, 1979. (2-4) Basic facts and concepts comprise an introduction to astronomy for younger elementary students.

Fuchs, Erich. Journey to the Moon. Delacorte, 1970. (4+) The story of the Apollo 11 moon mission is told dramatically through pictures with two accompanying pages of text.

Gallant, Roy A. The Constellations. Four Winds, 1979. (5+) Myths from all over the world are combined with guidance on what amateur astronomers should look for with eye, binoculars, or small telescopes in 44 northern hemisphere constellations.

-----. Fires in the Sky. Scholastic, 1978. (5-7) The history of knowledge about the nature of stars and their life cycles emphasizes the sun and gives readers experiments they can try on their own.

Gallant, Roy A. National Geographic Picture Atlas of Our Universe. National Geographic, 1980. (YA) This encyclopedic atlas contains a profusion of full-color photographs, paintings, diagrammatic drawings, maps, and charts.

Goldstein, Fred and Stan Goldstein. The Star Trek Spaceflight Chronology. Pocket, 1980. (YA) The creation of a believable history of the Star Trek universe into the twenty-third century emphasizes spaceflight, but also highlights politics, economics, the sciences, medicine and law. Includes a notable set of astronomical illustrations.

The Illustrated Encyclopedia of Space Technology. By Kenneth Gattland. Crown, 1981. (YA) This profusely illustrated text provides details of early space pioneers and speculates about the future including manned expeditions to Mars.

Jobb, Jamie. The Night Sky Book. Little, 1977. (4-7) Observations and experiments abound in this fascinating study of astronomical phenomena.

Joseph, Joseph Maron. Point to the Stars. rev. 2nd ed. McGraw, 1977. (6+) An excellent guide for locating and identifying stars and constellations includes tables on the positions of planets through 1981.

Klein, Aaron E. The Complete Beginner's Guide to Microscopes and Telescopes. Doubleday, 1980. (YA) For the budding astronomer, this introduction to fundamental principles and uses is loaded with suggestions of things to investigate. Telescopes are treated separately.

Knight, David C. Colonies in Orbit. Morrow, 1977. (5+) The possibility of self-sufficient, attractive colonies orbiting the Earth is explored.

-----. Galaxies, Islands in Space. Morrow, 1979. (5-7) A history of modern astronomical discoveries is based on a look at galaxies that presents a great deal of new information.

-----. The Tiny Planets. Morrow, 1973. (4-7) The phenomenon of asteroids is discussed from their discovery between 1890 and 1940 to their usefulness to contemporary astronomers.

Lucas, George. Star Wars. Ballantine, 1976. pb. (YA) Luke Skywalker and company fight for truth and justice in this space age "western."

McGowen, Tom. Album of Astronomy. Rand McNally, 1979. (4-6) A beginner's introduction to astronomy functions as a broad outline of the universe.

Marten, Michael. The Radiant Universe. Macmillan, 1980. (YA) A collection of pictures with extended captions illustrates how computer technology turns radiation data into visual images including photographs from Skylab and Voyager cameras.

Metos, Thomas H. Robots A 2 Z. Messner, 1980. (4-6) The fascinating history of robots is deftly related to current and future uses of robots in industry, space, defense, and homes.

Moche, Dinah L. The Astronauts. Random, 1979. (ps-3) Color photographs and illustrations highlight this brief view of different space vehicles and the basics of astronaut training and activity.

-----. Mars. Watts, 1978. (2-4) Information gathered from the Viking space missions brings the description of the planet up-to-date in an easy reader format.

-----. The Star Wars Question and Answer Book About Space. Random, 1979. (3-6) Artoo Detoo and Seethreepio take young readers on a tour of the universe providing clear answers to often asked questions.

Muirden, James. Our Universe. Watts, 1981. (5-7) Lavish, full-color illustrations decorate an introduction to astronomy that includes a look at each planet, explanations of stars and how they develop, and speculation about space colonies.

The New Solar System. Ed. by J. Kelly Beatty, et. al. Cambridge, 1981. (YA) Recommended as an inviting as well as comprehensive and accessible discussion of current knowledge about the solar system.

Nourse, Allan E. The Asteroids. Watts, 1975. (5-7) The history of their discovery, information about them and current theories concerning their origin comprises this introduction to a fascinating area of astronomy.

-----. The Giant Planets. Watts, 1974. (5-7) An imaginary space voyage introduces young readers to facts about the largest planets of our solar system.

Oberg, James E. Red Star in Orbit. Random, 1981. (YA) An excellent history of Russian space accomplishments that offers the reader many little known facts.

Pohl, Frederick. Science Fiction: Studies in Film. Ace, 1981. (YA) Despite the trade paper binding and lack of an index (boo!), this illustrated history of sci fi movies from Trip to the Moon (1902) to The Empire Strikes Back (1980) is a unique blend of perspectives seldom found in the same book.

Poynter, Margaret. Voyager: The Story of a Space Mission. Atheneum, 1981. (5-10) The flybys of Jupiter and Saturn by Voyager I and II are described from the planning stages to the receipt of valuable data.

Razzi, James. Yoda's Activity Book. Random, 1981. (2-5) Young fans of the film can fight a space battle, escape from a Cloud City maze, or build futuristic toys and models in this super activity book. Though not entirely appropriate for a public library collection because of pencil games and dot-to-dot puzzles, it will give you some good group activity ideas.

Rey, H. A. Find the Constellations. rev. ed. Houghton, 1976. (3-6) An enjoyable guide to the constellations includes diagrams, self-tests with answer keys, myths related to constellation names and a planet finder to the year 1985.

Rey, H.A. The Stars. enl. ed. Houghton, 1967. (5+) This book contains 40 charts showing the sky throughout the year as far north as Alaska and as far south as Australia and New Zealand.

Ross, Dave. Making Robots. Watts, 1981. (1-3) Children can turn old toys or even themselves into robots in these 13 projects using materials readily available in home or classroom.

-----. Making Space Puppets. Watts, 1980. (1-3) The author describes 16 "outer space" puppet projects children can do with minimal adult supervision using materials found in the home. Projects can be done individually or in groups.

-----. Making UFO's. Watts, 1981. (1-3) The 13 projects for making UFO's are simple and use readily available materials and require minimal supervision.

Ross, Frank. The Space Shuttle. Lothrop, 1979. (5+) A description of the construction of the space shuttle is prefaced by a short history of space technology complete with lots of pictures from NASA and instructions for making a flying paper model.

Sachs, Margaret. The UFO Encyclopedia. Putnam, 1981. (YA) This fascinating, comprehensive A-Z guide to the UFO phenomenon includes entries on worldwide sightings, photographs, abductions, ancient astronauts, UFOlogists, contactees, celebrity witnesses, organizations, publications, and government research.

Sagan, Carl. Cosmos. Random, 1980. (YA) Based on the popular PBS program, this is a vehicle for Sagan to write about his favorite themes: the origins of life on Earth and possibly elsewhere in the universe, evolution, intelligence, and cosmology.

The Science Fiction Reference Book. Ed. by Marshall B. Tymn. Starmont House, 1981. (YA) A treasure trove of articles on various aspects of science fiction including annotated lists of significant books of science fiction and fantasy.

Seevers, James A. Space. Raintree, 1978. (k-3) The solar system and space exploration is introduced in a beginner reader format.

Shapp, Martha. Let's Find Out About the Sun. Watts, 1975. (k-3) A simple text introduces young readers to the basics about the sun.

Shuttlesworth, Dorothy. The Moon. Doubleday, 1977. (5+) The book presents fascinating facts and myths about this familiar celestial body.

Simon, Seymour. The Long View Into Space. Crown, 1979. (4-6) This introductory tour of the universe is profusely illustrated with photographs.

-----. Look to the Night Sky. Viking, 1977. (5-7) A discussion of various heavenly phenomena accompanies this practical introduction to star watching.

Smith, Norman F. Space: What's Out There? Coward, 1976. (2-5) Handsome illustrations accompany a thoughtful discussion of solar winds, meteors, comets and other phenomena of space with speculation about life in space.

The Star Wars Storybook. Adapted by Geraldine Richelson. Random, 1978. (4+) The intergalactic adventures of Luke Skywalker and the Rebel Alliance as they battle the evil Imperial forces which have overthrown the Old Republic is complete with full-color photographs.

Taylor, L.B. Gifts From Space. John Day, 1977. (YA) This readable account discusses the many tangible benefits reaped from the U.S. space program.

-----. Space Shuttle. Crowell, 1979. (5+) Black-and-white photographs illustrate a discussion of the background and future use of the space shuttle with a fictional account of a sample voyage.

Titelman, Carol W., ed. The Star Wars Book. [The Art of Star Wars.] Ballantine, 1979. (YA) Sketches and paintings that recreate the imaginative process that went into the making of Star Wars accompany the movie script.

Weinberg, Larry. Star Wars: The Making of the Movie. Random, 1980. (2-5) This is the inside story on how one of the most successful movies of all time was made with color stills from the film.

Westman, Paul. Neil Armstrong: Space Pioneer. Lerner, 1980. (3-5) A simple account of the life of the leader of the first landing party to the moon includes numerous black-and-white photographs and an appended chart of space journeys.

Wheat, Janis Knudsen. Let's Go to the Moon. National Geographic, 1977. (k-3) The description of the journey of the crew of Apollo 17 is enhanced with striking color photographs. Excellent choice for a storyhour. Available only as part of a set including Creatures of the Night, The Blue Whale, and What Happens in Spring direct from the publisher.

Zim, Herbert S. Stars. Golden, 1956. (5-7) A field guide for a novice astronomer offers an authoritative, well-organized approach to a wealth of data.

-----. The Sun. rev. ed. Morrow, 1975. (3-5) Basic facts about the sun are embellished with numerous figures and photographs.

-----. The Universe. rev. ed. Morrow, 1973. (4-6) The author clearly and accurately discusses such topics as galaxies, clusters, variable stars, how vast distances are measured by radio telescopes, moon landings and interplanetary probes.